To the Hon Syd Stirling MLA, Minister for Education, Employment and Training,

I have the honour to present to you, for tabling in the Northern Territory Parliament, the Report of the Council of Charles Darwin University for the year ended 31 December 2004, furnished in accordance with the reporting provisions of the Charles Darwin University Act 2003.

RICHARD RYAN AO
Chancellor
30 June 2005

This Annual Report fulfils the formal reporting requirements of Charles Darwin University to the Minister for Employment, Education and Training and provides a summary of the University's operations and achievements during 2004.

The Report describes the University's performance in the key result areas identified in the University's strategic plan. As such the compilation and publication of this report forms part of the University's ongoing planning process.
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The Annual Report identifies a year of significant accomplishment, achievement, development and challenge for Charles Darwin University.

I have great pleasure on behalf of the University Council, to congratulate the Vice-Chancellor, all staff and students of the University on our successes in 2004.

An indication of the extent of the University activity can be seen in the number of people who graduated during the year. Over 3,700 students graduated at ceremonies held in both Darwin and Alice Springs.

The University Council has an important governance role and no more so than at a time of such great change.

The Council, in 2004, was required to ensure that the University complied with the National Governance Protocols contained in the Higher Education Support Act 2003. Additionally, the University Council endorsed the Strategic Directions 2004 - 2005.

It is fantastic to acknowledge the successes of our students through initiatives such as the National World Skills, National Youth Roundtable, the Northern Territory Training Awards and Northern Territory Young Achiever Awards.

In 2004 we were challenged to change our world. I am proud to say that we have indeed challenged ourselves and demonstrated that we are a university that is to be reckoned with. The University's achievements throughout 2004 have shown we are up with the best.

We have shown this through the many awards that have been won including the Public Relations Institute of Australia for Event Management and an award in the Prime Minister's Awards for Excellence in Community and Business Partnerships.

In this year of challenge the triumphant achievements articulated in this report are made possible through the assistance of our civic, corporate, foundation and government partners and our alumni, donors, and other friends. This year as every year you have the gratitude of the entire University.

Research plays an important part in the life of Charles Darwin University and I acknowledge Professor Kerin O'Dea, Director of the Menzies School of Health Research, who received an Order of Australia for her contribution to Indigenous Australians.

I would also like to acknowledge the success of the staff at the University and on behalf of the University Council I would like to say a warm hearted “thank you” to the staff of Charles Darwin University for such a successful year. Without their support and dedication, it simply wouldn't have been possible.

I look forward to the future successes of 2005 and beyond.

CHANCELLOR RICHARD RYAN AO
Vice Chancellor’s Review
Charles Darwin University completed its first full year of existence in 2004, having been created through a series of amalgamations and establishments in late 2003. Reflecting on the achievements of the past 12 months, the journey taken by the institution and its staff is most impressive.

Charles Darwin University is one of the engines of Northern Australia development, underpinning the employment and personal aspirations of the people living in this part of the world. In this role, the University undertakes a wide range of activities, both in terms of what is on offer by a small-to-medium institution and geographic coverage. The University is an integrated dual-sector institution, providing around 85% of all Vocational Education and Training (VET) and Higher Education (HE) in the Northern Territory.

The activities of 2004 can best be described as a mixture of addressing immediate needs, such as compliance with the new Higher Education Support Act, and longer-term planning aimed at sustaining and improving a vibrant and valuable asset. The environment in which the University is operating is changing rapidly. The University is evolving with it.

Attributes of the University

2004 commenced with an exercise to examine what kind of university we are, and articulate this in a set of simple attributes. The exercise was informed by extensive research, including consultation with University staff and other stakeholders from across the Northern Territory. The following attributes were identified:

To describe how the University will conduct its business:

- **Professional**: A university with proven professional standards in education, career development and research.
- **Personal**: Access to a personal, supportive environment that provides a catalyst for people to succeed.
- **Savvy**: An ambitious university with a reputation for providing solutions to society's needs.

To describe what the University will be:

- **Unique**: The unique environment in which we live, work, teach and study provide diverse and exciting opportunities and lifestyle.
- **Bold**: A dynamic, innovative and confident organisation delivering intellectual leadership.
- **Recognised**: through dedication to high standards, social involvement and new thinking creating a strong profile nationally and internationally.

These attributes have underpinned our University brand: Change Your World.
Institutional Planning

A great deal of effort was directed towards strategic planning for the new University in 2004. These activities, coordinated through my office, have involved staff from all parts of the University.

Following the finalisation of the new academic structure and appointment of Heads of School in the first part of 2004, Heads were encouraged to identify strategic opportunities for their School on the basis of an understanding of staff competencies, the services delivered by their School and opportunities for the future. Heads of School, along with myself, other senior managers and staff, attended two University planning retreats in September and October. These focused on key teaching and learning and business development objectives for Schools and identified some preliminary strategies for achieving these, together with consideration of University-wide strategies for the Research and Community and Access portfolios. In November and December, Schools confirmed their key objectives in teaching and learning and business development. These were summarised in presentations to staff at the end of 2004.

The primary goals, preliminary objectives, institutional objectives and targets for each of the core business areas, together with the University’s mission, vision, attributes, overarching, short and intermediate goals, were included in a document - *Strategic Directions 2004-2005* - endorsed by Council towards the end of 2004. The Directions informed the setting of the 2005 budget.

A number of important institutional projects and reviews were undertaken in 2004 that purposefully informed the development of the University’s strategic directions framework. Areas addressed included:

- **People Development and Management Practices**, in which we examined the environment that supports and develops the University’s key resource, its staff, with the aim of aligning university professional life with university aspirations.

- **Academic Planning and Profile**, where an extensive analysis of the performance in attracting student load of the University’s suite of higher education programs was undertaken in readiness for the introduction of the new Commonwealth Grant Scheme and associated funding agreements. Over the next five years in general, the University sees a stronger development of: educational pathways and clear articulation between VET and HE programs; niche HE programs; joint HE/VET awards; combined (double degrees); and Indigenous outcomes.

- **University Faculty and School Structures**, in which the alignment between the organisational functions, aspirations and structures was questioned and refined. Following consultation, the University’s academic activity was organised under a set of three faculties and the Institute of Advanced Studies, with a new set of Schools within these.


- **Activity Based Costing**, to quantify what it costs for the University to provide the range of services currently on offer and contemplated in the future.

- **Committees, Policies and Processes**, in which all of these support mechanisms for University operations were examined for efficiency and effectiveness.

At the conclusion of 2004, as a result of these and other activities, the University is well positioned to live up to the aspirations that led to its establishment.
Meeting the Needs of Northern Australia

Underpinning the creation of Charles Darwin University was the desire to establish an educational institution that would better serve the needs of the Northern Territory. As part of this, there was a stated desire to build resident intellectual capability to provide policy advice on areas of importance to the region, and develop solutions to pressing issues and areas of need.

In this context, I am particularly pleased to note the growth of research activity, especially activities under the Northern Territory Government - Charles Darwin University Partnership Agreement. Research activity has roughly tripled in 2004 (as compared to that of the predecessor organisations), with the University identified research priorities being: natural and cultural resource management; human health and wellbeing; teaching, learning and living; and community, development, and identity. It is especially pleasing to see a significant expansion in activities that address pressing Indigenous needs, such as literacy and health. The successful Charles Darwin Symposium Series continues to be an important vehicle for moving University and Government initiatives and debate into the wider community.

Moving Forward

Charles Darwin University was established late in 2003 on a foundation of aspirations: effectively to serve the needs of the Northern Territory, providing educational offerings that facilitate development of the local community, establishing strong links with the NT Government for the betterment of the community, and pursuing economies of scale to ensure financial sustainability.

Our first year saw the University build on this early vision, to develop a core set of ambitions that will underpin growth and development in the future. With the institutional focus shifting to establishment and improvement of activities and processes to support these ambitions, and to construction of an organisational framework explicitly aimed at meeting aspirations, 2004 will be remembered as both an exciting and successful year.

PROFESSOR HELEN GARNETT
Vice Chancellor
Year in Brief Snapshot
**Student Numbers**

In 2004, 4995 students undertook Higher Education studies and 11,345 students undertook Vocational Education and Training.

**Higher Education Details**

**Higher Education student load**

The student load in Higher Education activities in 2004 was 2993 equivalent full-time student units (EFTSU with the University meeting its Commonwealth targets.

<table>
<thead>
<tr>
<th></th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operating grant undergraduate student load (EFTSU)</td>
<td>2248.2</td>
<td>2466.0</td>
<td>2458.1</td>
<td>2344.3</td>
</tr>
<tr>
<td>Operating grant postgraduate student load (EFTSU)</td>
<td>385.8</td>
<td>325.2</td>
<td>246.0</td>
<td>210.4</td>
</tr>
<tr>
<td>Other (includes full fee paying domestic, international and postgraduate students) (EFTSU)</td>
<td>256.1</td>
<td>401.0</td>
<td>426.2</td>
<td>438.3</td>
</tr>
<tr>
<td>Total student load (EFTSU)</td>
<td>2890.1</td>
<td>3192.2</td>
<td>3130.3</td>
<td>2993.0</td>
</tr>
</tbody>
</table>

**Higher Education faculty population and gender split**

The Faculty of Education, Health and Science was the largest provider of Higher Education with 2890 students in 2004. The majority of students undertaking Higher Education in the University were female, at 67%.

<table>
<thead>
<tr>
<th>HE Student Numbers</th>
<th>Population</th>
<th>Female</th>
<th>Male</th>
<th>Female %</th>
<th>Male %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>2004</td>
<td>2004</td>
<td>2004</td>
<td>2004</td>
<td>2004</td>
</tr>
<tr>
<td>Education, Health &amp; Science</td>
<td>2860</td>
<td>2102</td>
<td>758</td>
<td>73%</td>
<td>27%</td>
</tr>
<tr>
<td>Institute of Advanced Studies</td>
<td>17</td>
<td>14</td>
<td>3</td>
<td>82%</td>
<td>18%</td>
</tr>
<tr>
<td>Law Business &amp; Arts</td>
<td>1807</td>
<td>1167</td>
<td>640</td>
<td>65%</td>
<td>35%</td>
</tr>
<tr>
<td>Technology</td>
<td>311</td>
<td>81</td>
<td>230</td>
<td>26%</td>
<td>74%</td>
</tr>
<tr>
<td>University total</td>
<td>4995</td>
<td>3364</td>
<td>1631</td>
<td>67%</td>
<td>33%</td>
</tr>
</tbody>
</table>

Pictured previous page:

Former Northern Territory University graduate Gail O’Halloran celebrates with her daughter, University Medal winner Sharon McGregor.
Year in Brief Snapshot

Higher Education age distribution of students
The age of students ranges across the board. Note that the majority of students undertaking Higher Education at the University do not enter immediately after leaving school.

Higher Education student success rate
The Higher Education student success rate, as measured in percentage of students passing units studied, was 79.5% for 2004.

<table>
<thead>
<tr>
<th>Year</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
</tr>
</thead>
<tbody>
<tr>
<td>Success Rate, %</td>
<td>75.8%</td>
<td>76.0%</td>
<td>78.8%</td>
<td>79.5%</td>
</tr>
</tbody>
</table>

Higher Education equity groups
The retention (remaining in study) and success (passing of units studied) of students from equity target groups as compared to other students (a ratio value of 1.0 indicating that equity group students perform similarly to other students) is illustrated below. (NESB denotes non-English speaking background, SES denotes socio-economic status).

Higher Education mode of study
The number of students choosing to undertake Higher Education programs in an external mode continues to grow, with a 3% increase from 2003.

<table>
<thead>
<tr>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
</tr>
</thead>
<tbody>
<tr>
<td>External %</td>
<td>21</td>
<td>25</td>
<td>28</td>
</tr>
<tr>
<td>Part Time %</td>
<td>62</td>
<td>44</td>
<td>44</td>
</tr>
<tr>
<td>Commence%</td>
<td>52</td>
<td>44</td>
<td>42</td>
</tr>
</tbody>
</table>

Retention and Success of Equity Group Students

Higher Education course completion
Higher education completions declined slightly in 2004.

<table>
<thead>
<tr>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>482</td>
<td>532</td>
<td>564</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>291</td>
<td>401</td>
<td>392</td>
</tr>
<tr>
<td>University total</td>
<td>773</td>
<td>933</td>
<td>956</td>
</tr>
</tbody>
</table>
Year in Brief Snapshot

Higher Education course distribution
The University provided courses across a wide range of levels in 2004.

<table>
<thead>
<tr>
<th>Program</th>
<th>2004</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Degree</td>
<td>58</td>
<td>1.2%</td>
</tr>
<tr>
<td>Associate Diploma</td>
<td>41</td>
<td>0.8%</td>
</tr>
<tr>
<td>Bachelor - Grad Entry</td>
<td>107</td>
<td>2.1%</td>
</tr>
<tr>
<td>Bachelor - Honours</td>
<td>58</td>
<td>1.2%</td>
</tr>
<tr>
<td>Bachelor - Pass</td>
<td>3046</td>
<td>61.0%</td>
</tr>
<tr>
<td>Cross Institution</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Diploma</td>
<td>23</td>
<td>0.5%</td>
</tr>
<tr>
<td>Doctorate - Coursework</td>
<td>19</td>
<td>0.4%</td>
</tr>
<tr>
<td>Doctorate - Research</td>
<td>162</td>
<td>3.2%</td>
</tr>
<tr>
<td>Enabling</td>
<td>558</td>
<td>11.2%</td>
</tr>
<tr>
<td>Graduate Certificate</td>
<td>111</td>
<td>2.2%</td>
</tr>
<tr>
<td>Graduate Diploma - Extend</td>
<td>82</td>
<td>1.6%</td>
</tr>
<tr>
<td>Graduate Diploma - New</td>
<td>335</td>
<td>6.7%</td>
</tr>
<tr>
<td>Masters - Coursework</td>
<td>312</td>
<td>6.2%</td>
</tr>
<tr>
<td>Masters - Research</td>
<td>31</td>
<td>0.6%</td>
</tr>
<tr>
<td>Non-Award</td>
<td>16</td>
<td>0.3%</td>
</tr>
<tr>
<td>Other Award Course</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Post Grad Qualifying</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>Postgraduate Cross Institution</td>
<td>5</td>
<td>0.1%</td>
</tr>
<tr>
<td>Undergraduate Cross Institution</td>
<td>31</td>
<td>0.6%</td>
</tr>
<tr>
<td>Grand Total</td>
<td>4995</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Higher Education discipline mix
Higher Education students at the University continue to study across a wide range of academic disciplines.

<table>
<thead>
<tr>
<th>Field of education</th>
<th>2004</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture Environmental &amp; Related Studies (AE)</td>
<td>63</td>
<td>1.3%</td>
</tr>
<tr>
<td>Architecture &amp; Building (AB)</td>
<td>49</td>
<td>1.0%</td>
</tr>
<tr>
<td>Creative Arts (CA)</td>
<td>166</td>
<td>3.3%</td>
</tr>
<tr>
<td>Education (ED)</td>
<td>1067</td>
<td>21.4%</td>
</tr>
<tr>
<td>Engineering &amp; Related Technologies (ET)</td>
<td>73</td>
<td>1.5%</td>
</tr>
<tr>
<td>Health (HE)</td>
<td>797</td>
<td>16.0%</td>
</tr>
<tr>
<td>Information Technology (IT)</td>
<td>195</td>
<td>3.9%</td>
</tr>
<tr>
<td>Management &amp; Commerce (MC)</td>
<td>680</td>
<td>13.8%</td>
</tr>
<tr>
<td>Mixed Field Programmes (MF)</td>
<td>530</td>
<td>10.6%</td>
</tr>
<tr>
<td>Natural &amp; Physical Sciences (NP)</td>
<td>262</td>
<td>5.2%</td>
</tr>
<tr>
<td>Society &amp; Culture (SC)</td>
<td>1097</td>
<td>22.0%</td>
</tr>
<tr>
<td>None(those in miscellaneous programs)</td>
<td>16</td>
<td>0.3%</td>
</tr>
<tr>
<td>Grand Total</td>
<td>4995</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Vocational Education and Training (VET) Details

VET delivery
VET delivery is measured in Annual Hours of Curriculum (AHC); AHC required to complete a course qualification varies from course to course. VET delivery increased markedly in 2004.

<table>
<thead>
<tr>
<th>Faculty</th>
<th>2001 AHC</th>
<th>2002 AHC</th>
<th>2003 AHC</th>
<th>2004 AHC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education, Health &amp; Science</td>
<td>761,565</td>
<td>787,820</td>
<td>795,476</td>
<td>1,061,245</td>
</tr>
<tr>
<td>Law Business &amp; Arts</td>
<td>551,886</td>
<td>573,637</td>
<td>604,594</td>
<td>777,777</td>
</tr>
<tr>
<td>Technology</td>
<td>856,124</td>
<td>792,126</td>
<td>702,028</td>
<td>585,950</td>
</tr>
<tr>
<td>University total (AHC)</td>
<td>2,169,575</td>
<td>2,153,583</td>
<td>2,102,098</td>
<td>2,424,972</td>
</tr>
</tbody>
</table>
VET enrolments by level
The number of enrolments by level as defined by the Australian Qualifications Framework (AQF) shows that the majority of students enrolled in Certificate II and Certificate III level courses. In 2004 there was a significant increase in number of students enrolled in the Certificate I and the Certificate IV level courses.

<table>
<thead>
<tr>
<th>Qualification Type</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
</tr>
</thead>
<tbody>
<tr>
<td>AQF - Advanced Diploma</td>
<td>92</td>
<td>97</td>
<td>50</td>
<td>66</td>
</tr>
<tr>
<td>AQF - Certificate I</td>
<td>1697</td>
<td>1855</td>
<td>1362</td>
<td>2399</td>
</tr>
<tr>
<td>AQF - Certificate II</td>
<td>3192</td>
<td>3497</td>
<td>2643</td>
<td>4786</td>
</tr>
<tr>
<td>AQF - Certificate III</td>
<td>2888</td>
<td>2905</td>
<td>2499</td>
<td>3280</td>
</tr>
<tr>
<td>AQF - Certificate IV</td>
<td>1812</td>
<td>2083</td>
<td>1963</td>
<td>2258</td>
</tr>
<tr>
<td>AQF - Diploma</td>
<td>746</td>
<td>809</td>
<td>845</td>
<td>892</td>
</tr>
<tr>
<td>University total</td>
<td>10427</td>
<td>11246</td>
<td>9362</td>
<td>13681</td>
</tr>
</tbody>
</table>

In addition, 1347 students were enrolled in non-award courses, or courses not identifiable by level.
It should be noted that students can, and often do, enroll for more than one qualification.

VET enrolments by faculty and gender
The number of female student enrolments in VET for 2004 has increased significantly from 2003 by 450 enrolments whilst the number of male enrolments has increased by 649.

<table>
<thead>
<tr>
<th>VET Student Numbers</th>
<th>Population</th>
<th>Female</th>
<th>Male</th>
<th>Female %</th>
<th>Male %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>2004</td>
<td>2004</td>
<td>2004</td>
<td>2004</td>
<td>2004</td>
</tr>
<tr>
<td>Education, Health &amp; Science</td>
<td>5033</td>
<td>2629</td>
<td>2404</td>
<td>52</td>
<td>48</td>
</tr>
<tr>
<td>Law Business &amp; Arts</td>
<td>3073</td>
<td>2055</td>
<td>1018</td>
<td>67</td>
<td>33</td>
</tr>
<tr>
<td>Technology</td>
<td>3239</td>
<td>921</td>
<td>2318</td>
<td>28</td>
<td>72</td>
</tr>
<tr>
<td>University total</td>
<td>11345</td>
<td>5605</td>
<td>5740</td>
<td>49</td>
<td>51</td>
</tr>
</tbody>
</table>

VET Aboriginal and Torres Strait Islander enrolments
The number of enrolments of students who identify as Aboriginal and Torres Strait Islander increased dramatically in 2004, to around 25% of the VET student body.

<table>
<thead>
<tr>
<th>Faculty</th>
<th>2003</th>
<th>2004</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education, Health &amp; Science</td>
<td>612</td>
<td>869</td>
</tr>
<tr>
<td>Law Business &amp; Arts</td>
<td>614</td>
<td>573</td>
</tr>
<tr>
<td>Technology</td>
<td>525</td>
<td>392</td>
</tr>
<tr>
<td>Module-only clusters (no Faculty)</td>
<td>693</td>
<td></td>
</tr>
<tr>
<td>University total</td>
<td>1751</td>
<td>2527</td>
</tr>
</tbody>
</table>

VET age distribution of students
The age distribution of VET enrolments shows good participation across all groups.
Year in Brief Snapshot

Staff Statistics
At the conclusion of 2004, the University had 949 FTE staff members. Details of these are given in the tables that follow:

Higher Education Staff:

<table>
<thead>
<tr>
<th>Classification</th>
<th>Female</th>
<th>% Female</th>
<th>Male</th>
<th>% Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>4</td>
<td>16%</td>
<td>20</td>
<td>84%</td>
<td>24</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>6</td>
<td>40%</td>
<td>9</td>
<td>60%</td>
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<tr>
<td>Lecturer C</td>
<td>19</td>
<td>33.3%</td>
<td>38</td>
<td>66.6%</td>
<td>57</td>
</tr>
<tr>
<td>Lecturer B</td>
<td>49</td>
<td>54%</td>
<td>41</td>
<td>46%</td>
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<tr>
<td>Lecturer A</td>
<td>25</td>
<td>64%</td>
<td>14</td>
<td>36%</td>
<td>39</td>
</tr>
<tr>
<td></td>
<td>103</td>
<td>45.7%</td>
<td>122</td>
<td>54.3%</td>
<td>225</td>
</tr>
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</table>

VET Staff:

<table>
<thead>
<tr>
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<th>Male</th>
<th>% Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Category IV</td>
<td>2</td>
<td>50%</td>
<td>2</td>
<td>50%</td>
<td>4</td>
</tr>
<tr>
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<td>31</td>
<td>38.75%</td>
<td>49</td>
<td>61.25%</td>
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<tr>
<td>Category II</td>
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<td>43.2%</td>
<td>92</td>
<td>56.8%</td>
<td>162</td>
</tr>
<tr>
<td>Category I</td>
<td>2</td>
<td>100%</td>
<td>0</td>
<td>0%</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>105</td>
<td>42.3%</td>
<td>143</td>
<td>57.7%</td>
<td>248</td>
</tr>
</tbody>
</table>

General Staff:

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<th>Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>HEW 10 and above</td>
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<td>17</td>
<td>25</td>
</tr>
<tr>
<td>HEW 9</td>
<td>12</td>
<td>6</td>
<td>18</td>
</tr>
<tr>
<td>HEW 8</td>
<td>14</td>
<td>19</td>
<td>33</td>
</tr>
<tr>
<td>HEW 7</td>
<td>32</td>
<td>22</td>
<td>54</td>
</tr>
<tr>
<td>HEW 6</td>
<td>35</td>
<td>22</td>
<td>55</td>
</tr>
<tr>
<td>HEW 5</td>
<td>50</td>
<td>25</td>
<td>75</td>
</tr>
<tr>
<td>HEW 4</td>
<td>83</td>
<td>32</td>
<td>115</td>
</tr>
<tr>
<td>HEW 3</td>
<td>45</td>
<td>24</td>
<td>69</td>
</tr>
<tr>
<td>HEW 2</td>
<td>6</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>HEW 1</td>
<td>19</td>
<td>6</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>304</td>
<td>172</td>
<td>476</td>
</tr>
</tbody>
</table>

Finances - Parent Entity (excluding Capital & Investments)

Higher Education activities accounted for around $68 million of revenue in 2004, while Vocational Education and Training activities accounted for $53 million of revenue. The surplus is required to meet committed expenditure.

Higher Education Activity 2004

VET Activity 2004
Major Changes and Strategic Projects
Charles Darwin University was established in 2003 on a foundation of aspirations: effectively serving the needs of the Northern Territory and the regions beyond, providing educational offerings that facilitate development of the local community, establishing strong links with the NT Government for the betterment of the community, and pursuing economies of scale to ensure financial sustainability. While 2003 could be characterised as a year in which the University developed a vision and a core set of ambitions, 2004 saw the institutional focus move to establishment and improvement of processes and activities that give life to the vision.

The University made a wide range of changes and undertook a large number of institutional projects to this end in 2004. This section provides a brief snapshot of some of these.

Academic Structure

In 2004, consideration was given to the University’s academic structure, based on the principle that the academic organisational units (Schools) needed to be large enough to deliver a range of offerings and to have effective and efficient academic and administrative operations.

Following consultation with the University community and external stakeholders in early 2004, the University’s academic activity was organised under three Faculties and the Institute of Advanced Studies with a new set of Schools:

- **The Faculty of Law, Business and Arts**, which comprises the School of Australian Indigenous Knowledge Systems, the School of Creative Arts and Humanities, the School of Law and Business, and the School of Hospitality and Tourism.

- **The Faculty of Education, Health and Science**, which comprises the Centre of Access and English as Second Language, the School of Education, the School of Health Sciences and the School of Science and Primary Industries.

- **The Faculty of Technology**, which comprises the School of Engineering and Logistics, the School of Information Technology, and the School of Trades.

- **The Institute of Advanced Studies**, which comprises the Menzies School of Health Research, the School of Social and Policy Research, the School of Environmental Research.

Pictured previous page:
Fibre optic cabling is laid at Charles Darwin University’s Alice Springs campus.
Major Changes and Strategic Projects

Community and Access Portfolio
Charles Darwin University has the major responsibility for post-compulsory education and training in the Northern Territory (geographically, around one-sixth of the continent).

The Community and Access portfolio was formed in 2004 to explicitly address the range of equity, access and pathways issues associated with servicing a diverse demography living in an equally diverse geography. The portfolio is overseen by the Pro Vice-Chancellor, Community and Access, with responsibilities that cover the spectrum from high-level strategic advice to operational issues, with the latter principally in four operational areas: Indigenous Support, Articulated Pathways, Regional and Remote and Community Engagement. Activities undertaken in the first year are described elsewhere in this Annual Report.

Business Development Portfolio
Australian universities require a diverse range of income streams in order to both thrive and mitigate business risk. The bodies amalgamated to form Charles Darwin University were principally government funded (Northern Territory for Vocational Education and Training delivery, Commonwealth for Higher Education delivery). As a result, at the time of establishment, Charles Darwin University was government funded above sector norms. To help address this situation, a dedicated Business Development portfolio was established in 2004, led by an Executive-level appointment. The Business Development portfolio is comprised of three operational areas: the Business Development Unit, the International Office and External Relations. Activities undertaken in the first year are described elsewhere in this Annual Report.
Strategic Planning

Following the finalisation of the new institutional and academic structure and appointment of initial Heads of School in the first quarter of 2004, the University commenced an extensive strategic planning exercise based upon the agreed vision and mission established in 2003. The primary goals, preliminary objectives, institutional objectives and targets for each of the core business areas, together with the University’s attributes, overarching, short and intermediate goals, were included in a document - Strategic Directions 2004-2005 - considered by Council towards the end of 2004. This in turn will be basis for a more extensive Strategic Plan to be completed early in 2005.

Primary University objectives for each of the core business areas as outlined in the strategic directions framework are:

**Teaching and Learning:** To expand student numbers in a managed way, ensuring that Charles Darwin University is the institution of choice for regional students by providing an appropriate breadth and depth of high quality vocational and higher education programs in an efficient and effective way.

**Research:** To both increase and focus research activities within the institution to maximise the benefit to both the region and the wider academic community in four priority areas: natural and cultural resource management, human health and well-being, teaching, learning and living, and community, development, and identity.

**Community and Access:** To manage and expand interaction with the various communities and groups to maximise the value of the institution to the region.

**Business Development:** To expand the proportion of income from profitable (non-traditional) business coming from government and non-government sources in a managed and diversified way.

**Corporate Services:** To provide continuous improvement in support service delivery in a balanced and managed way, with priorities reflecting primary goals in other core areas of University business.
Major Changes and Strategic Projects

University Champions
In 2003, university core business was aligned to four broad areas, each with executive carriage: teaching and learning, research, community and access, and business development. In 2004, to support activities in these areas, each School identified from the academic staff a separate Champion in each area of core business. The Champion works closely with the Head of School, the relevant member of the Executive and the School’s clients to advance the particular core business area.

The broad responsibilities of Champions, as determined through a series of workshops, ranging from scanning issues and capturing ideas to developing and facilitating the maintenance of key internal and external relationships.

Academic Planning and Profile
Extensive analysis of the performance in attracting student load to the University’s suite of higher education programs was undertaken in early 2004 in readiness for the introduction of the new Commonwealth Grant Scheme and associated funding agreements, including a bid for additional Commonwealth funded places. The University identified that the development of the University’s higher education program portfolio will strongly relate to its mission and vision, market pull and fiscally rational provision.

Over the next five years in general, the University sees a stronger development of: educational pathways and clear articulation between Vocational Education and Training and Higher Education programs; niche Higher Education programs; joint Higher Education / Vocational Education and Training awards; combined / double degrees; and Indigenous outcomes.

The University is actively reviewing and assessing the overall portfolio of academic programs on offer, including monitoring the performance of existing academic programs in attracting student load, assessing stakeholder needs for new and existing units, programs, and program resource requirements, so as to develop a set of offerings that will best support the institution in meeting customer interests and in pursuing its aspirations.

Indigenous Pre-Programs
The University has a track record of successful deployment of tailored courses, constructed with input from key Indigenous organisations and through the broader NT Government Jobs Plan and schedules in the Partnership Agreement, for Indigenous audiences.

Considerable work was undertaken in 2004 to establish firm pathways that lead to higher education outcomes for Indigenous students, including a successful Pre-Arts program, which leads to undergraduate degree places for Indigenous students. Further expansion of Pre-Programs is planned in 2005 and beyond.
Branding
Following establishment, a branding exercise for the new University was undertaken. The purpose of the project was to determine what attributes can best describe Charles Darwin University now and for the future and what by-line captures these attributes.

The following attributes were identified:

To describe how the University will conduct its business:

- **Professional**: A university with proven professional standards in education, career development and research.
- **Personal**: Access to a personal, supportive environment that provides a catalyst for people to succeed.
- **Savvy**: An ambitious university with a reputation for providing solutions to society’s needs.

To describe what the University will be:

- **Unique**: The unique environments in which we live, work, teach and study provide diverse and exciting opportunities and lifestyle.
- **Bold**: A dynamic, innovative and confident organisation delivering intellectual leadership.
- **Recognised**: through dedication to high standards, social involvement and new thinking creating a strong profile nationally and internationally.

As a result of the project “Change Your World” was determined as the brand position to guide all university publications.

Review of People Development and Management Practices
The University’s core asset in pursuing its strategic objectives is its staff. For the University to achieve its objectives, it is important that human resource practices not focus on “administration”, but rather on staff development and growth.

In this context, in late 2003 the University commenced the extensive exercise of reviewing its people development and management practices. In early 2004, a consultant was engaged to assess and benchmark current practices, as well as provide possible scenarios for improvements. The project involved the majority of university staff in some way.

The final report of the consultant recommended eight strategic projects/tasks:

- Development of management capability;
- Embedding an effective performance development and management framework and processes;
- Creation of a learning and development framework and implementing learning initiatives to meet CDU’s needs;
- Overhaul of recruitment processes;
- Streamlining of standard HR transactions;
- Extension and localisation of induction process;
- Resourcing the Staff Services function to support CDU’s people strategy; and
- Implementation of a learning program for all staff fostering a learning orientation appropriate to a learning organisation.

As 2004 closes, the University is prioritising activities to address these recommendations.
Major Changes and Strategic Projects

Risk Management

In mid-2004, the University engaged a consultant to develop an organisational risk management framework, including guidelines and support mechanisms, in which a detailed risk management program at the project or sub-organisational level could be promulgated.

Following university-wide consultation, the consultant delivered material in September 2004, which was subsequently endorsed by the Audit and Risk Committee of Council at the November 2004 meeting. Major categories of risk are summarised in the table below.

Regular reporting to the Audit and Risk Committee of Council on activities being undertaken by risk owners to address risk commenced at the end of 2004.

Expansion of Activity Based Costing

The former Northern Territory University, which was one component in the establishment of Charles Darwin University, had an extensive repository of activity-based costing information, built up over previous years using data from the general ledger, timetabling system, time-motion studies and other sources. However, these data have only been used for high-level assessment of costs of sector delivery (Higher Education versus Vocational Education and Training) and to meet statutory reporting requirements; they have not been used in exercises directed at costing individual offerings or for scenario planning.

Throughout 2004, the University worked with consultants to expand the use of activity-based costing in financial decision-making, both within the University and the Northern Territory Government (the NT Government is particularly concerned with the costs associated with delivery of vocational education and training). The expansion exercise, with input from across the University, has proven valuable in developing an understanding of costs. Improvements to the model continue to be made in an effort to improve accuracy and usability.

University Budget Setting

Budget setting for 2004 and 2005 posed a number of challenges for the institution. The new university has an organisational, management and support structure that differs from each of those of the bodies amalgamated and associated to establish it. The University also has a unique set of strategic aspirations, which must be reflected in its budget and associated development processes.

The ideal situation for any organisation of size and complexity such as Charles Darwin University is to have a rolling budgeting system based on known functional costs, working in the context of agreed Strategic Directions and operational targets. The activity-based costing exercise previously described quantified some of these functional costs. However, there is some way to go, including the implementation of a computerised process, before the ABC cost data can be used for budget preparation.

In late 2004, in preparation for the 2005 budget, the University’s Chief Financial Officer and the Finance and Asset Services area worked closely with the Faculties, Schools and service/support units to develop a zero-based budget targeted at identifying the minimum resources required to achieve planned outputs. The 2005 budget is the starting point of improved institutional budgeting. Refinement, particularly in the area of quantifying costs, will be an ongoing activity. Supporting this, Finance and Asset Services will expand management reporting and training activities for Faculties, Schools and Divisions.

<table>
<thead>
<tr>
<th>Risk Description</th>
<th>Risk Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Customer Service</td>
<td>High</td>
</tr>
<tr>
<td>Financial Viability</td>
<td>High</td>
</tr>
<tr>
<td>Staff</td>
<td>High</td>
</tr>
<tr>
<td>Brand</td>
<td>Significant</td>
</tr>
<tr>
<td>Cohesion</td>
<td>Significant</td>
</tr>
<tr>
<td>Communication Across CDU</td>
<td>Significant</td>
</tr>
<tr>
<td>Courses</td>
<td>Significant</td>
</tr>
<tr>
<td>Stakeholder Expectations</td>
<td>Significant</td>
</tr>
<tr>
<td>Students</td>
<td>Significant</td>
</tr>
<tr>
<td>Student System</td>
<td>Significant</td>
</tr>
<tr>
<td>Business Continuity</td>
<td>Medium</td>
</tr>
<tr>
<td>Financial Management</td>
<td>Medium</td>
</tr>
<tr>
<td>IT Disaster Recovery</td>
<td>Medium</td>
</tr>
</tbody>
</table>
Academic and Administrative Structures

Vice Chancellor

University Executive Members

Faculty Deans

PVC, Teaching and Learning

DVC, Research

ED, Corporate Services

Dean, Indigenous Research and Education

Dean, LBA

Dean, Technology

School of Engineering and Logistics

School of Information Technology

School of Trades

School of Law and Business

Centre for Access and English as a Second Language

School of Australian Indigenous Knowledge Systems

School of Creative Arts and Humanities

School of Hospitality and Tourism

School of Science and Primary Industries

School of Health Sciences

School of Education

School of Health and Human Services

School of Environment and Social Policy

School of Social and Policy Research

School of Management

School of Humanities

School of Science

School of Education

School of Business

School of Information Technology

School of Creative Arts and Humanities

School of Hospitality and Tourism

School of Law and Business

School of Access and English as a Second Language

School of Australian Indigenous Knowledge Systems

School of Creative Arts and Humanities

School of Hospitality and Tourism

School of Science and Primary Industries

School of Health Sciences

School of Education

School of Health and Human Services

School of Environment and Social Policy

School of Social and Policy Research

School of Management

School of Humanities

School of Science

School of Education

School of Business

School of Information Technology

School of Creative Arts and Humanities

School of Hospitality and Tourism

School of Law and Business

VET Quality and Planning

Teaching and Learning Development

Research Office

Institute of Advanced Studies

Menzies School of Health Research

School of Environmental Research

School of Social and Policy Research

Articulated Pathways

Community Engagement

Indigenous Support

Business Development Unit

External Relations

International Office

Corporate Communications

Finance and Asset Services

Governance

Information Technology and Management Services

Library and Information Access

Staff Services

Student Services

Support and Equity Services

Society and Policy

VET Qulaity and Planning

Teaching and Learning Development

Research Office

Institute of Advanced Studies

Menzies School of Health Research

School of Environmental Research

School of Social and Policy Research

Articulated Pathways

Community Engagement

Indigenous Support

Business Development Unit

External Relations

International Office

Corporate Communications

Finance and Asset Services

Governance

Information Technology and Management Services

Library and Information Access

Staff Services

Student Services

Support and Equity Services
CREATIVE TROPICAL CITY
CHARLES DARWIN SYMPOSIUM SERIES 2004

Government Partnership
The Partnership Agreement between the University and the Northern Territory Government has now been in place for eighteen months. Designed to achieve mutual respect and benefit and to build independent resident capacity that can underpin the Territory’s future, the overall goal of the partnership is:

To develop and implement collaborative activities between Government and university that are mutually productive, cooperative and confer lasting benefit to the social and economic development of the Northern Territory.

The Agreement has been sub-divided into four categories, and within these categories there are a number of Schedules, each of which is led by a collaborative Schedule Team. The four categories of the Partnership Agreement are:

- **Category 1**: Growing resident capacity in the Territory.
- **Category 2**: Meeting Government needs.
- **Category 3**: Reorganising the University to better meet Territory needs.
- **Category 4**: Particular projects to enable Indigenous social and economic development.

The combined value of the Partnership Agreement (in-kind contributions, Government and university investment, external funds attracted) is approximately $17 million. Of this, over $5 million has comprised Commonwealth funding attracted to the Territory for educational or research purposes on the basis of collaborative applications.

Projects have been developed under the Partnership Agreement throughout 2004 involving the three areas of Vocational Education and Training, Higher Education and Research. Examples include:

- The Charles Darwin Symposium Series was conducted in 2004 around the themes of Creative Tropical City and The Living Desert. The Symposia aimed to provoke quality debates on issues of importance to the Northern Territory and led to a number of post symposia research networks.

- A cross-disciplinary study of bushfires, “Bushfire smoke and the relationship between human and landscape health” has involved landscape ecologists, environmental chemists and public health specialists. The findings of this research will contribute to improved fire management practices to reduce injurious smoke pollution events and contribute to setting appropriate national air quality standards.

- An $8 million National Accelerated Literacy program which focuses on accelerating the literacy skills of marginalised learners who have failed to make the appropriate literacy gains in school and/or are in danger of falling behind.

- The appointment of significant new academic expertise in areas of tropical and desert science knowledge, governance, health development and environment and sustainable land use.

- Staff sharing arrangements that are currently in place are proving to be particularly beneficial for the discipline areas of economics and accountancy. Similarly, senior university researchers are increasingly contributing to expert committees and advisory panels in Government.

- Planning for a Higher Education Centre at Alice Springs, in particular supported by improved capacity for electronic-based education and research activities.

Future developments include the growth of the University’s Remote Indigenous Music Program and the extension of staff sharing arrangements between the University and the Northern Territory Government.
Teaching and Learning
Charles Darwin University is the regional hub of tertiary education, with around 8% of the Northern Territory population enrolling for some offering at the institution in 2004. The University provides an expansive breadth and depth of education offerings to support the teaching and learning needs of wide range of community groups. A unifying feature of all students is the requirement of a quality educational experience. The University aims to optimise its resources, exploit internal synergies, access available sources of relevant material and draw upon quality staff to both provide an excellent learning experience for its students and to ensure continuous improvement in teaching.

Key Outcomes 2004

Student Numbers - Totals

In terms of total numbers of students studying at the University, there was an increase over previous years with the highest total number of students attending the University recorded in 2004.

Student Numbers

<table>
<thead>
<tr>
<th>Year</th>
<th>Higher Education</th>
<th>VET</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2002</td>
<td></td>
<td></td>
</tr>
<tr>
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<td></td>
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<tr>
<td>1998</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1996</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student Load

Students can vary in the intensity of their study and this is taken account of in the Higher Education sector by measuring student load, expressed in terms of equivalent full time student units or EFTSU. As illustrated below, the total number of EFTSU was a little lower than in the past two years. However, the University still exceeded the operating target set by the Department of Education Science and Training for Commonwealth funded enrolments in 2004.

Student Load

<table>
<thead>
<tr>
<th>Year</th>
<th>EFTSU</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001</td>
<td></td>
</tr>
<tr>
<td>2002</td>
<td></td>
</tr>
<tr>
<td>2003</td>
<td></td>
</tr>
<tr>
<td>2004</td>
<td></td>
</tr>
</tbody>
</table>
For the Vocational Education and Training (VET) sector, the comparative measure of load is Annual Hours Curriculum (AHC) delivered, which, as illustrated in the table below, increased by more than 200,000 hours from 2003, to over 2,400,000 hours representing the best result in VET delivery achieved by the University together with its constituent institutions to date.

The distribution of Vocational Education and Training delivery (AHC) by location is shown in the graph below, with the majority of 2004 AHC (82%) delivered in urban settings.

**Age Profile**

In both the Higher Education (HE) and Vocational Education and Training (VET) sectors, the majority of students are of mature age (25 years or older). Mature age students are more strongly represented in HE (70%) than in VET (63%). VET has a higher proportion (23%) of students under 20 years of age than the percentage (8%) in the HE sector.
Gender and Equity Representation
There is a difference in the proportion of male and female students in the two sectors, with females forming a greater proportion of the HE student population (67%) but an almost equal portion of the VET cohort (49%) as indicated in the table below. The table also illustrates the distribution of students across the major academic organisational units.

### HE Student Numbers

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Population</th>
<th>Female</th>
<th>Male</th>
<th>Female %</th>
<th>Male %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institute of Advanced Studies</td>
<td>17</td>
<td>14</td>
<td>3</td>
<td>82%</td>
<td>18%</td>
</tr>
<tr>
<td>Law Business &amp; Arts</td>
<td>1807</td>
<td>1167</td>
<td>640</td>
<td>65%</td>
<td>35%</td>
</tr>
<tr>
<td>Technology</td>
<td>311</td>
<td>81</td>
<td>230</td>
<td>26%</td>
<td>74%</td>
</tr>
<tr>
<td>University total</td>
<td>4995</td>
<td>3364</td>
<td>1631</td>
<td>67%</td>
<td>33%</td>
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</tbody>
</table>

### VET Student Numbers

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Population</th>
<th>Female</th>
<th>Male</th>
<th>Female %</th>
<th>Male %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education, Health &amp; Science</td>
<td>5033</td>
<td>2629</td>
<td>2404</td>
<td>52%</td>
<td>48%</td>
</tr>
<tr>
<td>Law Business &amp; Arts</td>
<td>3073</td>
<td>2055</td>
<td>1018</td>
<td>67%</td>
<td>33%</td>
</tr>
<tr>
<td>Technology</td>
<td>3239</td>
<td>921</td>
<td>2318</td>
<td>28%</td>
<td>72%</td>
</tr>
<tr>
<td>University total</td>
<td>11345</td>
<td>5605</td>
<td>5740</td>
<td>49%</td>
<td>51%</td>
</tr>
</tbody>
</table>

The natural catchment area for the University has strong representation of students from equity target groups. The table below illustrates for higher education students comparative values for access (% of commencing students) in 2003 and 2004 for equity target groups. For most groups access has increased in 2004 compared with the previous year.

Access of Equity Groups

While a small increase in access of Indigenous students in higher education occurred in 2004, there was a significant increase in Indigenous students studying VET with close to 30% of the total student body comprising Indigenous students.
Teaching and Learning

Mode of Study
Correlated with the age distribution, there is a high and increasing proportion of part-time students (more than 45% of HE students in 2004) while the number of external students is also increasing as illustrated for the HE sector in the graph below.

The University has established a university-wide learning management system - Learnline based on an enterprise version of the course management system Blackboard. Learnline is being used by staff to an increasing extent in delivery of learning experiences not only for those studying at a distance but also for on-campus students.

Program diversity
Vocational Education and Training programs
The University continues to offer a considerable diversity of programs across a wide range of levels: in the case of the Vocational Education and Training sector from certificate I to Advanced Diploma with the majority of enrolments being at certificate II and certificate III.

The distribution of Vocational Education and Training delivery (AHC) by industry group is summarised in the table below.

<table>
<thead>
<tr>
<th>Industry Group</th>
<th>Total AHC</th>
</tr>
</thead>
<tbody>
<tr>
<td>01 Arts, Entertainment, Sports and Recreation</td>
<td>171,168</td>
</tr>
<tr>
<td>02 Automotive</td>
<td>79,899</td>
</tr>
<tr>
<td>03 Building and Construction</td>
<td>78,168</td>
</tr>
<tr>
<td>04 Community Services, Health and Education</td>
<td>341,215</td>
</tr>
<tr>
<td>05 Finance, Banking and Insurance</td>
<td>53,210</td>
</tr>
<tr>
<td>06 Food Processing</td>
<td>17,344</td>
</tr>
<tr>
<td>07 TCF and Furnishings</td>
<td>24,752</td>
</tr>
<tr>
<td>09 Engineering and Mining</td>
<td>97,827</td>
</tr>
<tr>
<td>10 Primary Industry</td>
<td>382,202</td>
</tr>
<tr>
<td>12 Sales and Personal Service</td>
<td>60,693</td>
</tr>
<tr>
<td>13 Tourism and Hospitality</td>
<td>112,536</td>
</tr>
<tr>
<td>14 Transport and Storage</td>
<td>47,840</td>
</tr>
<tr>
<td>15 Utilities</td>
<td>19,324</td>
</tr>
<tr>
<td>16 Business and Clerical</td>
<td>212,258</td>
</tr>
<tr>
<td>17 Computing</td>
<td>238,546</td>
</tr>
<tr>
<td>18 Science, Technical and Other</td>
<td>100,585</td>
</tr>
<tr>
<td>19 General Education and Training</td>
<td>280,588</td>
</tr>
<tr>
<td>21 Exceptions-Cookery</td>
<td>106,817</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>2,424,972</strong></td>
</tr>
</tbody>
</table>

External Student Percentage (Higher Education)

VET Enrolments by Level
VET course enrolments over major fields of education are shown in the table below which indicate a preponderance in Agriculture, Engineering, Information Technology, Management and Commerce, Society and Culture and Mixed Field Programs.

Higher Education programs

For higher education, programs are offered from pre-degree to doctorates by research with the majority of students studying for Bachelor degrees, enabling programs, Graduate Diplomas and Masters by coursework degrees.

The University offers higher education programs over many fields of education. The proportion of students in different fields in 2004 and 2003 is illustrated in the table below.

<table>
<thead>
<tr>
<th>Field of Education</th>
<th>2003</th>
<th>2004</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture Environmental &amp; Related Studies (AE)</td>
<td>1.0</td>
<td>1.2</td>
<td>0.2</td>
</tr>
<tr>
<td>Architecture &amp; Building (AB)</td>
<td>1.0</td>
<td>0.9</td>
<td>-0.1</td>
</tr>
<tr>
<td>Creative Arts (CA)</td>
<td>4.5</td>
<td>3.2</td>
<td>-1.3</td>
</tr>
<tr>
<td>Education (ED)</td>
<td>19.9</td>
<td>20.6</td>
<td>0.6</td>
</tr>
<tr>
<td>Engineering &amp; Related Technologies (ET)</td>
<td>1.0</td>
<td>1.4</td>
<td>0.4</td>
</tr>
<tr>
<td>Health (HE)</td>
<td>16.6</td>
<td>15.4</td>
<td>-1.2</td>
</tr>
<tr>
<td>Information Technology (IT)</td>
<td>5.0</td>
<td>3.8</td>
<td>-1.3</td>
</tr>
<tr>
<td>Management &amp; Commerce</td>
<td>14.4</td>
<td>13.1</td>
<td>-1.3</td>
</tr>
<tr>
<td>Mixed Field Programmes (MF)</td>
<td>10.1</td>
<td>10.2</td>
<td>0.1</td>
</tr>
<tr>
<td>Natural &amp; Physical Sciences (NP)</td>
<td>6.2</td>
<td>5.0</td>
<td>-1.1</td>
</tr>
<tr>
<td>Society &amp; Culture (SC)</td>
<td>20.0</td>
<td>21.1</td>
<td>1.1</td>
</tr>
<tr>
<td>None (those in miscellaneous programs)</td>
<td>0.4</td>
<td>0.3</td>
<td>-0.1</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td>100</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Most students are studying in the fields of Society & Culture, Education, Health, management & Commerce and Mixed Field Programs.
Teaching and Learning

Student Outcomes

Completions
The most recent value for higher education completions, which is derived from graduation statistics available in the year after students complete, declined slightly from the previous two years.

Student Achievement
Another indication of student success is the student achievement rate (SAR) defined as the sum of load of subjects passed divided by the sum of certified load (total subject load minus incompletes) expressed as a percentage. It is again pleasing to see the upward trend in recent values of SAR with 2004 recording the highest value in recent years.

The success and retention of students from equity target groups compared as a ratio with other students (a value of 1.0 indicating that equity group students perform similarly to other students) is illustrated below.

Performance of VET equity group students calculated on a module basis is illustrated in the table below.

<table>
<thead>
<tr>
<th>Equity Group</th>
<th>Pass Rate (Success)</th>
<th>Fail Rate</th>
<th>Withdrawal Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Entire Population</td>
<td>0.74</td>
<td>0.10</td>
<td>0.15</td>
</tr>
<tr>
<td>Disability</td>
<td>0.67</td>
<td>0.11</td>
<td>0.20</td>
</tr>
<tr>
<td>NESB</td>
<td>0.64</td>
<td>0.19</td>
<td>0.17</td>
</tr>
<tr>
<td>Isolated</td>
<td>0.72</td>
<td>0.17</td>
<td>0.10</td>
</tr>
<tr>
<td>ATSI</td>
<td>0.63</td>
<td>0.15</td>
<td>0.22</td>
</tr>
</tbody>
</table>
Teaching and Learning

Quality Assurance

Planning and Governance

The University’s primary objective for teaching and learning as identified in Strategic Directions is:

To expand student numbers in a managed way, ensuring that Charles Darwin University is the institution of choice for regional students by providing an appropriate breadth and depth of high quality programs in an efficient and effective way.

Teaching and Learning has been recognised as one of the key five core business areas of the University with an Executive position with responsibilities for this portfolio established in early 2004. The Pro Vice Chancellor, Teaching and Learning is responsible for aspects of academic planning, academic policy and process development, quality assurance in teaching and learning and teaching and learning innovation.

The Office of the PVC T&L supports the Pro Vice Chancellor in meeting the identified responsibilities. The structure of the Office was finalised in the second half of 2004 and is illustrated in the following chart.

A key development in governance arrangements in 2004 was the establishment of a University Teaching and Learning panel to be advisory to the Academic Board and the Vice Chancellor on a range of planning and quality assurance matters in the teaching and learning enterprise.

At faculty level, Teaching and Learning Groups were established to oversee teaching and learning while a Teaching and Learning Champion was appointed in each School with a range of responsibilities including leading quality assurance and innovation in their School.

Course Development and Delivery

A new Course Accreditation and Re-Accreditation Process (CARP) was implemented in the second half of 2004, a key aspect of which is the separation of resource and planning approval for courses from their quality (academic) accreditation. Approvals for the accreditation/re-accreditation of around twenty courses were processed along with a program of course and unit rationalisation.

A major revision of the University’s Common Unit program, a cross-faculty initiative, recognising the need for all beginning university students to have fundamental academic skills and background knowledge for academic success, was undertaken.
Within the Teaching and Learning Development Group work has continued on the development and production of learning materials in a variety of formats including print, audio, video, CD-ROM, and on-line. There has been growth in delivery through modes other than traditional face-to-face teaching including external print and technology assisted offerings with an approximate 25% increase in HE student enrolment in external units between 2002 and 2004. Training has been provided to support staff in the adoption and development of online learning with fifty-five staff attending specialist workshops.

**Student Evaluation of Teaching**

Following acceptance in the second half of 2004 of recommendations deriving from an external review, a new system for evaluation of student experience of learning and teaching (SELT) was introduced. Key elements of the new approach include the mandatory evaluation of all units on a two-year cycle, using new evaluation instruments developed through a subgroup of the Teaching and Learning Panel.

The following table summarises aggregated HE data at School and University level from the Semester 2, 2004 SELT exercise for 8 of the common core questions (those responded to on a Likert response scale where a score of 7 indicates strong agreement and a score of 1 strong disagreement) with the mean score and standard deviation provided.

On average, the outcomes are reasonably positive, though it is clear that, relatively speaking, students were less happy with the promptness of feedback on work than other aspects of their experience of teaching and learning at CDU. The University is aiming to enhance its customer/client service.

Responses to the external student satisfaction survey run by the Teaching and Learning Development Group are illustrated in the table below, which indicates an increased level of satisfaction with the services provided.
Student Outcome Indicators

The following table, which is based on data published by the Commonwealth Department of Education Science and Training (DEST) in 2004, summarises crude and adjusted (on the basis of student characteristics) student outcome data for several indicators illustrating 2002 and 2003 values and indicating how CDU compares on adjusted indicators with other institutions in the Unified National System (UNS).

<table>
<thead>
<tr>
<th>outcome measures</th>
<th>2002</th>
<th>2003</th>
<th>number of institutions with a significantly higher adjusted value</th>
<th>number of institutions with a significantly higher adjusted value as CDU</th>
<th>number of institutions with a significantly higher adjusted value than CDU</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEQ - % broad satisfaction with generic skills acquired</td>
<td>82 83</td>
<td>90 90</td>
<td>7 29 0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CEQ - % broad satisfaction with good teaching</td>
<td>75 72</td>
<td>80 75</td>
<td>21 15 0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CEQ - % broad satisfaction with overall course quality</td>
<td>81 83</td>
<td>86 88</td>
<td>7 29 0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GDS - % graduate full-time employment</td>
<td>80 82</td>
<td>77 76</td>
<td>1 33 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GDS - % graduate full-time study</td>
<td>16 22</td>
<td>9 19</td>
<td>15 18 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GDS - graduate starting salaries</td>
<td>34 32</td>
<td>34 30</td>
<td>na na</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% attrition commencing Bachelor level undergraduates</td>
<td>34 29</td>
<td>1 2</td>
<td>34</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% attrition non-commencing Bachelor level undergraduate</td>
<td>26 23</td>
<td>0 3</td>
<td>34</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% attrition postgraduate coursework level students</td>
<td>32 32</td>
<td>0 5</td>
<td>33</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% progress commencing Bachelor level undergraduate</td>
<td>76 72</td>
<td>77 71</td>
<td>36 1 0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% progress non-commencing Bachelor level undergraduate</td>
<td>85 80</td>
<td>87 81</td>
<td>34 1 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>% progress postgraduate coursework level students</td>
<td>81 87</td>
<td>92 88</td>
<td>27 7 4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In relation to the three core scales of the Course Experience Questionnaire (CEQ), crude and adjusted values have improved between 2002 and 2003. For the Overall Satisfaction and Generic Skills Scales, CDU has adjusted scores that are statistically equivalent to 80% of the other institutions of the UNS.

In terms of graduate destinations, the adjusted value for graduates in full-time employment shows that CDU has graduate employment rates that are similar, and sometimes better, than more than 95% of the members of the UNS, while for graduates in ongoing full-time study CDU has an outcome comparable to around 50% of Australian universities.

In terms of attrition and progression, the University's performance is behind that of other Australian universities. The University commissioned a market research exercise to examine this in late 2004, with the results confirming anecdotal evidence that the very high level of mobility to and from the NT contributes to attrition; it is possible that this has not yet been fully accounted for in data adjustments made by DEST. A major study of attrition and progress in the Common Units program was progressed in 2004 and, as indicated above, achievement rates improved in 2004.
Aspirations underlying the formation of Charles Darwin University in late 2003, particularly in relation to building the resident capacity necessary to support regional policies and programs, can only be met if the University has a strong and focused research ethos. The University aims to have a lasting impact on the policies and actions of governments, non-government organisations, businesses and individuals while contributing to knowledge in the region, nationally, and internationally. The University also aims to train researchers in fields that will help to meet regional needs, and to build resident research capacity by attracting and assisting early career researchers. Given the small size but relatively wide breadth of disciplines that characterise individuals in the University, combined with the complexity of many problems in the region, it is clear that research efforts that are truly interdisciplinary and collaborative will be required if the institution is to successfully meet many of the aspirations underlying its establishment.

Key Outcomes 2004
Research Priorities
2004 saw significant effort devoted towards identifying and organising research activities so that the University can meet its research aspirations and its primary objective in relation to research and research training. The primary objective has been identified as: to both increase and focus research activities within the institution to maximise the benefit to both the region and the wider academic community. Research priorities at the University have been identified by matching the strengths of the institution, measured by publications, grants and postgraduate student completions, with the priorities of interest groups in the region gleaned from publications, reports and interviews. The development of priorities was also informed by a number of high-level workshops and retreats in 2004.

The four research priority areas are:

- **Natural and cultural resource management**, supported in particular by the National Centre for Tropical Wetlands Research, the CRC for Tropical Savannas Management, the CRC Tropical Plant Protection, the CRC Sustainable Tourism, and the Desert Knowledge CRC;
- **Human health and well-being**, supported in particular by the Menzies School of Health Research, the CRC for Aboriginal Health, the Centre for Remote Health, and the Australian Housing and Urban Research Institute;
- **Teaching, learning and living**, supported in particular by the Desert Knowledge CRC; and
- **Community, development, and identity**, supported in particular by the CRC for Sustainable Tourism and the Desert Knowledge CRC.

More than 95 per cent of research in 2004 was carried out in the four areas of priority.

Research Management
A number of changes were made to the University’s systems of research management in 2004, including the establishment of Research Champions in each School, and establishment of a Research Panel that has representation from Heads of School, Research Champions, a research student from the Postgraduate Students’ Association and the Chair of Academic Board. In addition, a PhD Degree by Publication has been approved.
Research

Research Student Numbers
The number of research students undertaking PhD studies increased to its highest level in 2004. Doctoral research degree completions also significantly increased in 2004. There has also been an increase in completion of masters programs.

Research Income
External income has increased again in 2004, reaching the highest value yet recorded. This is the result of both the inclusion of the Menzies School of Health Research (MSHR) and increased grant seeking and success. The MSHR income is 40% of the total in 2004. Income for the remainder of the University has risen by 77% from 2003 to 2004.

Publications
The number of research publication points reported to the Department of Education, Science and Technology (DEST) for 2004 was the highest for 10 years. While some of this increase can be attributed to the inclusion of the Menzies School of Health Research, there has also been a significant increase in publications from other parts of the institution.

Weighted Publications
The Institute of Advanced Studies
The relatively small size of the University has permitted the development of only a few significant clusters of researchers, namely in environmental science, education, health, and history and politics, all in the Faculties until 2004. The creation of the Institute of Advanced Studies (IAS) as part of the formation of Charles Darwin University aims to overcome some of this problem of scale.

The Institute of Advanced Studies has three research schools:

- School of Social and Policy Research (SSPR)
- School of Environmental Research (SER)
- Menzies School of Health Research (MSHR)

Significant progress was made in SSPR in 2004, growing rapidly in its first year from a staff complement of three to thirty-three. Significant external funding has been attracted, and substantial work is beginning in accelerated literacy through the National Accelerated Literacy Program, education economics, demography and child welfare research.

The MSHR has a 20-year history, and has attracted, in partnership with other research providers, most NHMRC grants for studies relating to Indigenous health.

SER is beginning to develop, building on strengths in the ARC Key Centre for Tropical Wildlife Management, which was moved into the School in 2004.

Governance of the IAS is being designed so that the Advisory Committees of SER and SSPR also form the IAS Advisory Committee with a link to the Board of MSHR through the Director of the IAS. In addition, resources have been allocated to provide IAS-wide support to communication, a web presence, and intellectual activity.

Collaboration between Schools of the IAS and the Faculties is being encouraged by jointly applying for funds, joint appointments and joint supervision of students. Also, the commencement of three new professors in 2004 (Chairs of Tropical Knowledge, Desert Knowledge and Health Services) have role statements that require them to take a university-wide approach to their scholarship, mentoring and interactions.

Accelerated Literacy
In 2004 the University, in partnership with the Northern Territory and Commonwealth governments, commenced the development of an intensive implementation and research plan aimed at improving literacy rates within the mainstream education system.

The Accelerated Literacy Expansion Program builds on successful pilot studies and is designed to accelerate the literacy skills of marginalised learners who have failed to make the appropriate literacy gains in school and/or who are in acute danger of falling behind. The Northern Territory is the first Australian state or territory to open up its schools to the research and development work required to mainstream the program, making the partnership between the University and the Northern Territory Government crucial to the Accelerated Literacy program.
Other Initiatives to Build Research Capacity

The Charles Darwin University - Northern Territory Government Partnership Agreement has been designed to build research capacity at the University. In 2004, outcomes included several joint appointments, planning of future research and grant applications, and the Charles Darwin Symposium Series.

The Charles Darwin Symposium Series is closely related to the University’s research activities. Charles Darwin Symposium discussions typically create a stimulating and cutting edge debate, enabling people of differing perspectives, disciplines, professions, vocations and contexts to signpost policy and research issues relevant to challenges in the region.

Two symposia occurred in 2004:

- **Creative Tropical City** (Darwin, 2-3 June 2004), with the general theme: "If you were given the keys to the city and the simple instruction to make this an even better place to live, how would you respond?"; and

- **The Living Desert** (Alice Springs, 9-10 November 2004), with the general theme: "In a shrinking world, how should knowledge about desert regions be used, owned, gathered and archived? How can such knowledge help community development, cultural priorities and environmental protection?"

Select Research Projects

A selection of research projects undertaken in 2004 is given below.

**Natural and cultural resource management**

**Stable lead isotopes, trace metals and radionuclides in sediments of the Alligator Rivers Region to assess impacts of uranium mining ($70,668)**

A PhD student under the supervision of a multidisciplinary team of environmental analytical chemists, geochemists and environmental physicists will develop a new sensitive methodology to monitor impacts of past, present and future uranium mining activities in and near Kakadu National Park. The method, which may also be applied to other mining activities, will use a combination of stable lead isotopes, trace metals and radionuclide measurement. The outcomes of the research will increase the capacity of the Office of the Supervising Scientist to carry out its core function of assessing and supervising mines in the Alligator Rivers Region.

**Darwin Harbour corals as environmental data archives and bio-monitors ($70,668)**

The forecast rapid population growth and industrial development of the Darwin Harbour catchment necessitates research into novel environmental monitoring techniques to aid the sustainable management of the Harbour’s resources. The project, which has been funded by the Australian Research Council, will allow Dr Neils Munksgaard to develop a powerful and cost-effective bio-monitoring system by using chemical data stored in yearly growth bands of coral skeletons stretching back at least two centuries. Such data will form a comparative baseline against which present and future coral data on pollutants released by urban, industrial and other developments can be assessed.
Research

Competition between regulatory processes in Amphibians: Testing the effects of physical and physiological factors on thermoregulation and hydroregulation ($220,000)

Regulation of body temperature is important for many animals, and it influences processes such as growth and reproduction. However it is not clear to what extent wet-skinned animals can control body temperature because of evaporation. Amphibians are in decline worldwide, and research into the basic ways that these animals interact with the physical environment is needed before effective management plans can be produced. The unique physiological characteristics of Australian frogs make this the best place in the world to do this research. The Australian Research Council has funded the study, headed by Associate Professor Keith Christian, on cane toads and a group of tree frogs with a range of resistances and body sizes.

Plant-herbivore interactions: a model two-species system from northern Australia ($350,000)

Dr Barry Brook received funds to study a two-species plant-herbivore interaction to explore fundamental issues in consumer-resource theory. The floodplains of Kakadu National Park support huge aggregations of magpie geese that feed almost exclusively on tubers of a wetland sedge and depend critically on the resource to build reserves to endure late dry season food shortages. The dynamics of the interaction is poorly understood but it is known that sedge density fluctuates markedly. The study, funded by an ARC Discovery Project grant, will determine whether the system is driven by feedbacks between sedge and geese or mostly by environmental variation that determines the seasonal duration of the interaction and ‘resets’ the system annually.

Below: Yasmin Antwertinger researches coral bio-monitoring from Darwin Harbour.
Human health and well-being

Improving birth outcomes in China: consequences and potentials of policy, state and professional interactions ($262,000)

Professor Lesley Barclay has been awarded funds to study the complex relationships between the policy, health systems and birth outcomes in contemporary China where macroeconomic reforms have been accompanied by new evidence of stark and growing disparities in health.

Health Outcomes Monitoring and Evaluation: Learning about Activity, Nutrition, Diet and Social Factors (HOMELANDS)

Diabetes, heart and kidney disease occur in epidemic proportions among Indigenous Australians. Of particular concern is the early age of onset of conditions that are considered to be diseases of older adulthood in the broader Australian community. While these chronic diseases are known to cause premature death and suffering in Aboriginal and Torres Strait Islander communities, there are gaps in knowledge. For example, little is known about how these conditions develop over time in different populations. Probably the greatest knowledge gap is in the area of effective interventions - both to prevent diabetes, kidney and heart disease in young people, and to treat existing cases effectively.

The main goal of this program is to bring together a multi-skilled team of researchers to better understand the development of these chronic diseases across the lifespan (including differences between different populations), and to guide the development of diet, lifestyle and clinical interventions. Such interventions need to be simple, effective, acceptable to indigenous people and able to be sustained over the long term. The results will inform policies in areas such as quality and affordability of the food supply in remote communities; infrastructure to promote physical activity; and provision of high quality health care focusing on early intervention and care of people at risk on chronic disease.

Teaching, learning and living

Playing for Life: A case study in childhood, culture and transition ($224,836)

Based in a remote Aboriginal community in Australia’s Western Desert, this ethnographic project explores how the difficult cultural transformation of a society and its self-image is manifested in children's symbolic play. Aboriginal children's social imagination has not been investigated previously. Field observation will focus on a traditional sand storytelling game played by girls. The research undertaken by Dr Ute Eickelkamp with Australian Research Council funding, within a framework of psychoanalytic anthropology and phenomenology, will advance the understanding of how childhood and cultural transformation intersect. The findings of this study will support the development of positive strategies for Aboriginal equality.
Community, development, and identity

Sustainable Northern Landscapes and the Nexus with Indigenous Health ($385,000)

Northern Australia faces dual crises in landscape and Indigenous health. A core northern land management problem is the recent depopulation of Indigenous people from their lands that has resulted in unemployment, poverty, ill health and social disruption.

This highly innovative and transdisciplinary project, funded by Land and Water Australia, involves partnerships between the University (School of Environmental Research, School for Social and Policy Research and Menzies School of Health Research), Northern Territory Government, Northern Land Council and Centre for Remote Health.

The project aims to answer the question of whether Indigenous participation in land management activities can result in nationally significant benefits to both northern Australian landscapes and Indigenous health.

The impacts of commercial gambling on Aboriginal communities in Northern Australia ($72,444)

A project has commenced that will provide the first detailed exploration of the effects of commercial gambling on Aboriginal people in Northern Australia, with a particular focus on the impact of continued commercial gambling expansion, including the spread of electronic gaming machines (EGMs), on Aboriginal communities. The project, which received funding from the Australian Research Council, will provide Dr Marin Young the opportunity to explore how Aboriginal cultures react to, and adopt, Western gambling in existing cultural frameworks. The core task of the project will be to develop appropriate methodological tools for the assessment of gambling activity in Aboriginal communities. The result will have direct policy impacts in the context of regional well-being and identifying and protecting vulnerable communities.
Community and Access

Charles Darwin University has the major responsibility for post-compulsory education and training in the Northern Territory (geographically, around one-sixth of the continent). The community serviced by the University ranges from urban residents in places such as Darwin to some of the most socially and economically disadvantaged Australians, who live in some of the most remote locations. Servicing this mix effectively requires explicit focus on a range of equity, access and pathways issues.

The Community and Access portfolio, under the leadership of an executive staff member (the Pro Vice Chancellor, Community and Access), is new to Charles Darwin University, having been established in 2004. The portfolio contributes to the achievement of the University’s mission and strategic directions by explicitly addressing the range of equity, access and pathways issues associated with servicing a diverse demography living in an equally diverse geography. The University Strategic Directions defines the primary objective for Community and Access to be to manage and expand interaction with the various communities and groups so as to maximise the value of the institution to the region. Portfolio responsibilities cover the spectrum from high-level strategic advice to operational issues, with the latter principally in four operational areas: Indigenous Support, Articulated Pathways, Regional and Remote and Community Engagement.

Structure

The organisational structure of the Community and Access portfolio established in 2004 is shown in the following diagram.
Community and Access

The portfolio was constructed with institutional aspirations and imperatives in mind. Examples include the following:

- The position of Dean of Indigenous Research and Education was established as an independent office, responsible directly to the Vice Chancellor but working closely with C&A in both planning and strategic development relating to Indigenous initiatives.
- The position of Director Regional and Remote was established to provide line management for centre and campus leaders.
- The position of Coordinator Indigenous Academic Support develops all areas of Indigenous engagement in the University.
- The positions of Coordinator Articulated Pathways in Alice Springs and Secondary Schools Liaison in Darwin were created to share two major roles: developing clear pathways into and through the University, and developing relationships with secondary schools.
- The Coordinator Community Engagement position established late in 2004 has a major emphasis on developing relationships with key community groups with which the University has not previously engaged and assisting Schools and Faculties by brokering relationships. This position works from the Casuarina campus.

Indigenous Support

Indigenous Taste of Uni

The Indigenous Taste of Uni program was piloted in partnership with the NT Government in 2004. The program aims to tailor and improve the quality of the experience for potential tertiary Indigenous students at Charles Darwin University. The program consisted of workshops and mentoring, which will remain in place for those students who enrol in 2005.

The program identifies local Indigenous year twelve students who have the potential to successfully undertake a program of higher education and invites them to participate in a short tailored workshop that shows Indigenous students how to start their university life. Around 40 Indigenous year 12 students participated in the first set of workshops and over half the participants are expected to enrol in higher education courses in 2005.

Establishment of Indigenous Academic Support Unit

Academic support has been reorganised from dispersed part-time faculty-based lecturers to full-time support lecturers under the direct leadership of the Coordinator Indigenous Academic Support. This arrangement allows support staff to be deployed to the areas of identified need and priority areas identified from a more strategic view of Indigenous engagement. This removes a significant management issue of multiple reporting lines and split responsibilities on the part of individual lecturers. Every Indigenous Higher Education Student has been assigned to a specific Indigenous Academic Support Lecturer to ensure a high level of academic support.
Articulated Pathways

The major function of this area is to document and widely promulgate the pathways into and through the University. Diversity entry and admissions schemes for priority equity groups were developed and implemented following consultation with local high schools. Likewise significant advice and planning was contributed to the planning for transition to the South Australian Tertiary Admissions Centre. The first steps were also taken in mapping the very complex pathways into and through both Vocational Education and Training and Higher Education that form one of the positive synergies of a dual sector university.

Regional and Remote

University offerings in Vocational Education and Training, Higher Education and Research are increasing throughout regional Northern Territory. Vocational Education and Training has increased in the Katherine region, Jabiru, and Nhulunbuy through the delivery of extra rural programs, health programs, and horticulture units. As well as this, a third Mobile Adult Learning Unit (MALU 3) was constructed for remote delivery.

Access to Higher Education has been increased by the external delivery of the Tertiary Enabling Program to regional areas. Regional Higher Education delivery increased through additional Business units, and the inclusion of Bachelor studies in Law, Health, Arts, Science, and Education. Additionally, a number of regional students have been undertaking Graduate Certificate and Graduate Diploma studies in Health, Education, and Science with regional students studying for their Masters in the areas of Education, and Management.

Research relating to regional and remote outcomes in 2004 includes:

- The study of Addiction, with a view to setting up an Addiction Centre, based in Nhulunbuy.
- The effectiveness of Mobile Adult Learning Units. The commissioning of the MALU 3 was due in part to these findings.
- Research enabling components for Indigenous engagement, including the following:
  - Models for best practice
  - Indigenous knowledge management
  - Demographic profile of the Indigenous Nations of the Basin
  - Governance, leadership and investment in Indigenous Nations
  - Natural resource management resources in investment in Indigenous Nations.

Left: Meshach Paddy. Territory Enabling Program student.
Business Development
The Business Development portfolio was established to expand the proportion of income from profitable (non-traditional) business coming from Government and non-Government sources in a managed and diversified way. The Executive Director, Business Development, is responsible for coordinating business development activities throughout the University.

The Business Development portfolio maintains three significant roles:

- The Business Development Unit, which manages tender applications, contracts for research and consulting, course delivery for fee-paying students or under contract, development of off-shore programs in association with other organisations, intellectual property protection and commercialisation.

- The International Office, which is responsible for the recruitment and enrolment of international students and, in association with other groups, the provision of support for international students.

- External Relations, which is responsible for fundraising and support of the Charles Darwin University Foundation, Alumni, corporate event support, establishment of relationships with business, business organisations and Northern Territory Government organisations including Ministerial advisors and related activities.

To support the activities of the Business Development portfolio in academic areas, Business Development Leader positions were established within each of the faculties, with responsibility for administration of business activities at a faculty level. Business Development Champions were also appointed for each school to stimulate and facilitate business activity at a local level. Business development activities at all levels in the University were informed by a series of forums led by the Vice-Chancellor in the latter part of 2004, which resulted in the identification of business opportunities within schools and subsequent plans for their prioritisation and implementation with the support from the Business Development portfolio. These will be further refined in 2005.
External Relations
External Relations supports the Charles Darwin University Foundation, the alumni, relationships with business and industry and corporate events including protocol support.

The Charles Darwin University Foundation plays a vital role in the development and advancement of the University through fundraising and general corporate relations to develop and maintain good relationships with business and local communities.

The Alumni area supports and promotes the interests and achievements of the University’s graduates and fosters an environment where members can contribute to the future life of the University.

Key Outcomes for 2004 for the External Relations Unit include the following:

• The Charles Darwin University Foundation raised donations of $710,681 and raised the total pledges to the Foundation since its inception in 1992 to $15 million.
• The alumni membership has increased from 997 to 4742.
• New donor scholarships through the Foundation, including the Minter Ellison Rising Star Scholarship, the QANTEC McWilliam Engineering Scholarship and the Barbara Singer Environmental Studies Scholarship.
• New donor prizes through the Foundation, including the Australian Meteorological and Oceanographic Society Prize and the Goulding Prizes.
• Indonesian and Malaysian Alumni chapters were established.
• The Foundation held two major functions for members during the year, the annual general meeting in April and an extraordinary general meeting, supported the Charles Darwin Symposia and a number of functions held by the Vice-Chancellor’s Office and other areas of the University.
• A new database system, Raiser’s Edge, was implemented during the year and is for donations tracking as well as generating mailing lists for university publications and guest lists for corporate events.
• Alumni mentoring program was established to provide graduates and students the opportunity to access mentors (Alumni members) to assist with career goals, research career interest, and build rapport with members in the industry.
• Alumni Benefits Program was launched and features annual benefits card for goods and services discounts.
International Recruitment

290 International students studied at the University. New initiatives have been taken in 2004, which are expected to yield results in 2005 and beyond in international student recruitment.

The inaugural visits from IDP Education Australia Directors to Charles Darwin University included directors from Indonesia, Brunei, the United Kingdom and a regional manager from India, representing the Director. The International Office has been active in a consortium of regional universities, The Real Australian Universities group, in developing promotional strategies to encourage international students to choose regional destinations in Australia.

AusAID

As one of 18 Australian universities contracted to AusAID to provide training and education services to Australian Development Scholarship (ADS) holders, the International Office on behalf of the University worked to fulfil the terms and conditions of the contract. Special services provided to ADS students included an academic orientation, social functions, spouse orientation and support, management of academic support and stipend arrangements. The University received positive feedback from AusAID on its management of the contract, which led to the hosting of five students in 2004.

Exchange and Study Abroad Students

Study Abroad students continued to come for a period of study at Charles Darwin University and transfer credit for their study back to their home institution, with the United States. Many of the 31 students were students from universities where Charles Darwin University has exchange agreements.

International Relations

Notable amongst the agreements signed in 2004 was an agreement signed with Universidade Nacional Timor Lorosae, strengthening education and research capabilities as well as cementing ties between the University and East Timor. Subsequently, three UNTL staff members completed English language and professional development programs at Charles Darwin University under the auspices of this agreement.

International visitors to the University during the year included a delegation of Ambassadors and High Commissioners hosted by the Department of Foreign Affairs and Trade, who were briefed on the latest developments at the University including education and research which are of key importance in developing and enhancing bilateral relationships.

The University hosted an increasing number of visits from education administrators, agents and study abroad advisors on familiarisation tours. These included the Education Counsellor for the Australian Embassy in Beijing and locally engaged staff from Australian Education Centres in Malaysia, Indonesia, United Arab Emirates, Thailand, Chile, Taiwan and Japan.
In early 2004, following consultation with the University community and external stakeholders, the University’s academic activity was organised under three Faculties and the Institute of Advanced Studies, each containing a new set of schools. What follows is a selection of highlights for 2004 from the Faculties.

The Faculty of Law, Business and Arts
The Faculty of Law, Business and Arts now comprises the School of Australian Indigenous Knowledge Systems, the School of Creative Arts and Humanities, the School of Law and Business, and the School of Tourism and Hospitality. The Faculty has a wide range of Higher Education and Vocational Education and Training programs in Art and Design, Business, Tourism and Hospitality, Humanities and Social Sciences, Law and Music.

Faculty Outcomes for 2004

Teaching and Learning
In 2004, the Faculty continued to develop and grow a unique blend of course offerings, integrating its range of expertise to provide high quality, practical outcomes.
In Vocational Education and Training, the Faculty delivered a record number of curriculum hours, with the School of Tourism and Hospitality leading the way in exceeding its delivery target. There were significant increases in Vocational Education and Training in Schools delivery across the Territory, including programs in Tourism, Hospitality, Cookery, Retail and Hairdressing. Supporting this, 2004 saw the launch of a new practice firm, Travel Gateway, at the Palmerston campus. Practice firms, or virtual enterprises, are simulated businesses, operated by students who work with a mentoring company. The firms emulate the environment of their particular sponsors in form, organisation and function, allowing students to develop and practice business skills and to take on responsibilities as if they were at work. The new practice firm builds on the long-running success of the Crocodylus World Practice Firm on the Casuarina Campus.
At the other end of the business education spectrum, the Good Universities Guide for MBA Programs rated Charles Darwin University as “5 star” in terms of employability of graduates. Undergraduate Business, Law and Accounting programs also rated highly in quality of teaching.
The first cohort of students to undertake the ANU-CDU Graduate Diploma in Legal Practice course commenced in 2004. The Law program continues to be one of the University’s leaders, with a unique online program, a successful Pre-Law entry program for Indigenous students, and strong demand for traditional programs.
The Faculty has a wide range of programs that are related to Indigenous knowledge. For 2004, the Graduate Certificate in Yolngu Studies commenced an intake of students who have graduated from other disciplines, to be taught by Yolngu lecturers under the supervision of Yolngu elders in five Yolngu communities. The program is also available externally on-line.
Faculty Highlights

Students from the Faculty regularly engage with the community as part of their education. For 2004, the Bachelor of Visual Arts (Honours) created a new internship stream with students placed in leading art institutions, including Northern Editions, and the Museum and Art Gallery of the Northern Territory. Also in 2004, Fashion Studies showcased their work in projects with Sommerville Community Services, Fred's Pass Show and Jeans for Genes. The Gerber Patternmaking System was successfully showcased at the Darwin show and the Innovations Festival. Collaborating with Hospitality students, Fashion students provided the Fashion Parade for Melbourne Cup Day in Darwin.

Research
The Faculty's research performance is growing, with activities adding to the social, economic and cultural life of the Northern Territory. The majority of the Faculty's research activities fit within the University research priority areas of Human Health and Well-Being, and Community, Development and Identity. The Faculty continues to be a recipient of Australia Research Council grants and is a major contributor to the Sustainable Tourism, Tropical Savannas and Desert Knowledge Cooperative Research Centres. In 2004, the Faculty also entered into a number of major partnerships with industry and government, such as with the Northern Territory Tourist Commission to provide research and information in the broad areas of destination marketing, product development and tourism data.

Highlights - Human Health and Well-Being
A number of Faculty research activities in the Human Health and Well-Being priority area involve collaboration with Indigenous communities. One project, Sharing The True Stories, aims to improve communication between Aboriginal patients and healthcare workers, with a focus on more informed understanding of intercultural communication between staff in dialysis units. Institutional collaborations also featured prominently in the Faculty's activities, such as with the Menzies School of Health Research, in both Teaching and Learning (Health Economics, International Health and Global Economy) and in Research (cost effectiveness of the introduction of ACT in Timika, cost effectiveness analysis of the introduction of small scale fluoridation plants in remote and rural communities of the Northern Territory);

In addition to projects, advice and papers were presented to the community on several issues in 2004. Amongst these, an Indigenous Research Workshop was held in collaboration with the Centre for Remote Health and the Cooperative Research Centre for Aboriginal Health, with the aim of encouraging and facilitating collaborative and multidisciplinary Indigenous research that fosters equitable sharing of skills, knowledge and resources of tangible benefit to Indigenous people. A book of workshop proceedings was compiled and distributed to interested and relevant organisations. Other notable outcomes include Managing Twilight Years, which is a multidisciplinary study of how current aged care delivery impacts on the decisions individuals have to make in diverse ethnic contexts, and Exploring Connections Between Employment and Health in an Indigenous Context, which is an examination of the psychological and physiological factors impacting on health of Indigenous people.
As with work in the Human Health and Well-Being area, collaborative activities were prominent in Community, Development and Identity area. This included a project involving researchers from a number of schools working with Yolgnu itinerants on Larrakia land, yielded *The First Language Research Report for the Community Harmony Project Darwin and Palmerston*. Other notable examples:

- With the Batchelor Institute of Indigenous Tertiary Education and Department of Community Development Sport and Cultural Affairs, research collaboration in the Desert Knowledge CRC project on visible approaches to governance, leadership and management for collaborative relationships and sustainable communities in desert regions.
- Various projects with Northern Territory Government departments, including with DEET (Labour Market Analysis), Treasury (Introduction of Economics in the University, challenges in developing an Indigenous Employment Strategy), DBIRD (facilitation and reviews of manufacturing strategies) and the Auditor-General's Office (survey of the NT Auditor-General's Office).

**A scientific kind**

A large research project led by Dr Naomi Rea began in the Anmatjere Region working with Indigenous communities. The project titled, *Recognition of Indigenous values and rights to water, in decision-making processes and institutional structures* will provide useful insights into water policies and natural resource engagement strategies with Indigenous people around the Territory and Australia.

Dr Rea was also the co-project leader in Charles Darwin University - University of Adelaide research collaboration: *Cultural Resource Management and tropical rivers*. Dr Rea is a University lecturer is Resource Management for the School of Australian Indigenous Knowledge Systems.

**Below:** Remote Area Contemporary Music program Stephen Teakle with students on Goulburn Island.
Faculty Highlights

Community and Access
The Faculty has very active and strong links with a wide variety of professional, community and industry organisations. Staff held a variety of positions on committees, including with the Historical Society of NT, the Museum and Art Gallery of Northern Territory, the Pre-selection Committee of the Telstra Art Award, and the Clothing and Textile Industry Board. Staff and students also contributed to the Garma Festival activities by staffing the information hub, hosting meetings and collecting stories for translation and interpretation.

The Faculty further enhanced its strong links with the professions including the NT Law Society, which has contributed substantial funding to support the post graduate diploma in legal practice taught in conjunction with the Australian National University.

Musical engagement
Music is an important aspect of community engagement for the University. The Darwin Symphony Orchestra is based at the University’s Casuarina campus and is the only resident symphony orchestra in the Northern Territory. With 75 members, including a large number of university staff and students, the Orchestra conducts up to eight public performances each year around the Northern Territory. Staff and students are also featured in the University Chamber Orchestra, as well as the School of Creative Arts and Humanities annual concert series.

The Centre for Youth Music continued its pre-tertiary music program with over 350 children enrolled in instrumental and ensemble tuition. An area of particular growth was the Advanced Chamber Group program, which saw some of the most advanced students participating in small ensemble groups under the mentorship of university performance staff. The Centre for Youth Music received sponsorship from the Australia Council to commission a new work, The Gecko’s Tail, which was produced as a musical.

The Faculty is also active in internal university community engagement. Notable amongst activities, the School of Australian Indigenous Knowledge Systems developed and trialed delivery of materials for the Indigenous cross-cultural awareness training program.
Business Development
The Faculty sought to diversify its income base and better serve our regional, national and international communities through the expansion of external partnerships. Activities in 2004 include the following:

- The running of a number of short courses including communications (policy analysis, analytical report writing, editing, administrative writing) for the Aboriginal and Torres Strait Islander Services (ATSIS), printing, sewing, embroidery as well as music;
- The hosting, by the School of Tourism and Hospitality, of two high profile cookery prize winners from Johnson & Wales University in the USA, a highly respected university in terms of Commercial Cookery;
- The delivery of a consultancy to design and deliver a graduate certificate in applied social science methods in East Timor to lecturers in the national university; and
- The delivery of a consultancy provided for Telstra to study the economic impact of Telstra on the Northern Territory economy.

The Faculty of Education, Health and Science
The Faculty of Education, Health and Science comprises the Centre of Access and English as Second Language, the School of Education, the School of Health Sciences and the School of Science and Primary Industries. The Faculty also has responsibility for the Northern Territory Rural College and the University's commercial cattle property, Mataranka Station.

Faculty Outcomes for 2004
Teaching and Learning
The Faculty of Education, Health and Science offers a broad selection of innovative programs that prepare students for a diverse range of career paths through study at Vocational Education and Training, degree and postgraduate level. In 2004 the Faculty's programs catered to about 3,500 Vocational Education and Training students, approximately 43 per cent of the University's enrolment in this area, and over 2,700 students studying higher education, over 50 per cent of the University's higher education enrolment.

In vocational education and training, the Faculty offered newly reaccredited training packages in agriculture, aquaculture, community services and horticulture in 2004. The Faculty delivered its largest ever number of curriculum hours, 1,071,000, at locations spanning the entire Northern Territory.

In higher education, new postgraduate programs were developed in education and health studies in partnership with the NT government. In 2004, a variety of new mechanisms for supporting students in their teaching and learning were introduced. Notable amongst these was a successful peer mentoring trial for first year students and the appointment of a specific Academic Support Lecturer for students in community services, education and health.
Faculty Highlights

Research
The Faculty’s research and research consultancy profile continued to develop in 2004 with the Faculty being successful in securing more than $3 million in external research funding. In particular, the School of Science and Primary Industries maintained its position as one of the University’s most research active schools, and the outputs in Education demonstrated strong growth in research consultancy. The Faculty also provides a major contribution to five Commonwealth funded Cooperative Research Centres, the Centre for Remote Health and the National Centre for Tropical Wetlands Research.

The Faculty works across all four University priority research areas, with a particular focus on Natural and Cultural Resource Management, and Teaching, Learning and Living. Highlights in each of these areas follow.

Highlights - Natural and Cultural Resource Management
Australian Research Council funded projects of note in 2004 include a study of thermoregulation and hydroregulation in amphibians; the application of corals as monitors of water quality, and developments of methods to assess impacts of uranium mining. A project on the biological control of two major weeds affecting crop and livestock production in East Timor was funded by the Australian Centre for International Agricultural Research (ACIAR). Another ACIAR funded project has resulted in the successful implementation of a pest management program for mangos and cashews using green ants as the biological control agent. The program, which has been adopted by mango growers in the Northern Territory, was highlighted in the Commonwealth’s Innovation Report 2004-05.

Highlights - Teaching, Learning and Living
Projects in the Teaching, Learning and Living area include the ARC-funded “Playing for Life” project highlighted in the Research section of this Annual Report. Other highlights include the construction of a staff development package for non-Indigenous, natural and cultural management agency staff, and evaluation of Kigaruk Men’s Leadership Program.

Community and Access
The Faculty’s Community and Access activities focus on four main functional areas: Indigenous engagement, articulated pathways, regional and remote delivery and community engagement.

The Faculty facilitated school visits to its science laboratories and aquaculture centre throughout the year, including hosting the National Titration Competition for Northern Territory high schools. The Faculty hosted an open day at the Northern Territory Rural College in Katherine and ran non-accredited general interest sessions for the Darwin Community in topics such as plant identification, planting and propagation. Technical support was also provided to East Timor.

The Faculty delivered programs to remote northern (Belyuen, Maningrida, Yirrkala, Acacia Larrakia, Ngukurr, Mataranka and Oenpelli) and central (including Atitère, Amoonguna, Ukaka, Titijikala, Finke, Mutitjulu, Yulara and Ntaria) Australian indigenous communities as well as boarding students at Kormilda College.
Faculty Highlights

Business Development
The Faculty continued to expand the value of consulting and contract research activities across the Schools. The Environmental Analytical Chemistry Unit provided consultancy and analytical services to the mining industry, Zinifex Century Mine (southeast Gulf of Carpentaria), McArthur River Mining (southwest Gulf of Carpentaria), Alcan Gove and Northern Territory Government. The electron microscope suite provided ongoing services to the NT Police Forensic laboratory. The Learning Research Group in the School of education engaged in a range of consultancies and contract research with a focus on learning across the life span, including, a DEST-funded project on discontinuities in literacy and numeracy practices between Indigenous community schooling and urban high schools.

The Faculty offered a range of fee for service programs in the VET sector. A fee paying short course on DNA Profiling was run for the first time in 2004.

The Faculty of Technology
The Faculty of Technology comprises the School of Engineering and Logistics, the School of Information Technology, and the School of Trades. The Faculty provides Higher Education and research in areas of Information Technology, Engineering, Architecture Science and Adult Vocational Education as well as covering disciplines in Physics and Mathematics. The Faculty also has a large Vocational Education and Training component with a particular focus on trades, including training in the areas of automotive, metal fabrication, construction, cabinet making, plumbing, building and drafting, electrotechnology, engineering, Occupational Health and Safety, maritime, supply chain management and information technology. The Faculty also offers short courses in industrial skills, and first aid.

Right:
Vice Chancellor Professor Helen Garnett and ERA CEO Harry Kenyon-Slaney with ERA graduates at Ranger Mine.
Faculty Outcomes for 2004

Teaching and Learning
The University has commenced an expansion of the engineering program, an activity that will continue for several years. For 2004, the engineering curriculum was expanded to include a new postgraduate coursework Masters program in Engineering Management. This program, together with the continuing Masters of Engineering program, will be available as joint awards with the Masters of Information Technology in the coming year. These two joint programs will be the first joint coursework Masters courses offered by Charles Darwin University. Also related to the expansion of engineering, the Power and Water Corporation announced support for the establishment of a Chair in Civil Engineering. The Chair was filled late in 2004, with Prof Eric Valentine to take up the position in April 2005.

In Vocational Education and Training, over 700,000 curriculum hours were delivered across the Northern Territory, almost half of which was delivered to apprentices in User Choice programs. The School of Trades continued its discussions with many industry partners and associations, ensuring the training being delivered suited the needs of industry. A very successful pre-apprentice program for Indigenous students was run during the year, resulting in eight Indigenous students completing a Certificate II in Engineering (Production), and six obtaining a Certificate I. The School of Information Technology introduced the use of tablet computers into some of its units. Each student is given a tablet for the duration of the class. The wireless ability of the tablets is changing the way information is conveyed to students in a classroom situation. The tablets were purchased with a philanthropic grant from Hewlett Packard.

Research
The Faculty's research activities continued to strengthen in 2004, with a particular emphasis in the University priority areas of Teaching, Learning and Living.

Highlights - Teaching, Learning and Living
The School of Engineering and Logistics, through its association with the Desert Knowledge Cooperative Research Centre, commenced a research project on Thermal Performance in Desert Built environment. The primary aims of the project were to summarise existing knowledge, identify case study buildings in remote communities, assess the Building Code of Australia, identify building modeling techniques and identify Indigenous cultural sensitivities. The project has proven to be a catalyst for the strengthening of partnerships between the stakeholder organisations. Other publications for the school were in the areas of theoretical physics and mathematics.

School of Information Technology staff members were active in a number of research fronts in the priority area, producing research outputs in the areas of SPAM filtering, ICT diffusion, mobile devices for navigation, mobile devices for data transport, flexible strategies for online learning, and knowledge management.
Community and Access
Information Technology continues to be a strong area of community engagement. The Computer Sciences Corporation continued its support for the foundation chair in E-business, as well as supporting scholarships and research activities in the School of Information Technology. The Faculty is represented on the Information and Communication Technologies Industry Development Group (a Government and Industry panel), which oversees the implementation of programs aimed at developing the local ICT industry. Outcomes from this group included the completion of a Small Business Enterprise Culture Program for the ICT industry.

In the engineering area, linkages between the University / Faculty and Power and Water Corporation continue to expand. Power and Water Corporation continued to provide scholarships for the Engineering program, and will expand into sponsorship of a Chair in the coming year.

Industry engagement with the School of Trades has seen an increase in the understanding of industry towards the delivery of training. In turn this has led to a high level of industry support, which has enabled the School to alter some work practices to better meet industry needs. For example, the electrical taskforce group has instigated night catch-up classes for apprentices, and has changed block release for apprentices from four weeks to two weeks. VET in schools programs are also offered extensively throughout the Northern Territory.

Business Development
The Faculty has an office in Adelaide that delivers vocational education and training on-the-job across four states in Transport and Distribution. The office had a successful year in 2004, with in excess of 200 students.
Corporate Services supports the University community through a wide range of services and comprises of a number of divisions: Corporate Communications; Finance and Asset Services; Governance; Information Technology and Management Services; Library and Information Access; Staff Services; Student Services; and Support and Equity Services.

Corporate Communications
Corporate Communications is responsible for a wide range of university communications activities, including all corporate, faculty and program-specific marketing for the University, advertising, campaigns, public relations, web communications, media management, publishing, domestic student recruitment and major event coordination.

University branding
2004 saw the introduction of a savvy Charles Darwin University. *Change your world* is the University’s message to prospective and continuing students, staff and partners. The University brand reflects the professional and personal attributes of staff and signals bold strides into the future.

Charles Darwin Symposium series

In June 2004, the Charles Darwin University Casuarina campus hosted Creative Tropical City. Speakers attempted to answer the question *If you were given the keys to the city and the simple instruction make this an even better place to live, how would you respond.* The ongoing conversation from this symposium is still reverberating around the Top End.

The inaugural symposium series won a Gold Award for Event Management in the Public Relations Institute of Australia’s State Awards for Excellence in 2004. The award recognised the dedication and commitment of staff across the University who participated in the series.
Finance and Asset Services

Finance and Asset Services are responsible for financial operations and reporting, management, maintenance and establishment of university facilities and infrastructure and oversight of quasi-commercial units.

University budgeting

In 2004, Finance introduced a zero-based business-focused budget process for the compilation of the 2005 budget. This approach will allow for better linkages between university strategic and operational aspirations and the budgeting process. Refinements and automation will be introduced in the future.

Financial System modifications

In November 2003, the Charles Darwin University was formed from a number of amalgamations of establishments with disparate financial support systems. A core aspect of the amalgamation strategy was the use of one university-wide system to support the processing of financials and provision of financial management data. This was achieved through the successful role-out of Oracle Financials across the organisation. The smooth transition was facilitated through extensive training provided by the Finance unit.

Building improvements

The Asset Services group continued to provide property improvement and maintenance services, including the construction of new teaching facilities for Beauty Therapy and Hairdressing at the Palmerston Campus and for the Nurses Practicum on the Casuarina Campus, as well as construction of an Info Shop on the Alice Springs campus, to provide better support to University clients.

Commercial units

The commercial units continued to perform well, with 8TOP FM, a community radio station operated by the University, gaining a very high listener rating in a McNair Ingenuity Research listener survey undertaken during September 2004. The station had the highest listenership in Darwin for the breakfast program.

In 2004 the University Child Centre also received an extremely good rating following a biennial accreditation review.

The Uniprint printing operation, which provides all printed material and related services to the University, continued to improve operating efficiencies benefiting from remodeling of the customer reception.

The Northern Editions Print Workshop successfully co-published two very well received boxed suites of prints in conjunction with the Warman Art Centre and Munupi Arts and Crafts. These were launched by His Honour Mr Ted Egan AO. New editions by Warlayirti artists from Balgo Hills were launched by Judith Ryan Curator, National Gallery of Victoria.

The University art collection acquired two important paintings by senior Pintupi artists Bobbie West Tjupurrula and George Ward Tjungurrayi from donations made through the University Foundation.
Supporting the University

Governance
Governance is responsible for support of the main governance components of the University, including the Council, the Academic Board and the University policy framework.

A significant amount of governance-related work was required to support the creation of the University in late 2003. This range from organisation of Council induction processes, to establishment and support of the Academic Board, to commencement of the review of (all) university policies and processes.

Information Technology and Management Services
The Information and Technical Management Support (ITMS) Division supports the information and information technology needs of the University, with a focus on: providing a reliable infrastructure framework; responsive client driven helpdesk and desktop service; application development services to support management information systems; and management of in-house and contract supplied projects and resources.

Callista HEIMS changes
The Federal Government’s introduction of the Higher Education Information Management System necessitated major changes to the Callista Student Management System. Working with Student Services, the Callista Support Team successfully implemented three major upgrades and the associated business process changes to the University’s student system in the last half of 2004.

Bandwidth development - plans, Alice Springs construction
A 17km broadband fibre optic backbone between Charles Darwin University (Alice Springs Campus) and a series of research and educational institutions including the Desert Knowledge Precinct south of the city was successfully built in November 2004.

Movement of business systems back in-house
ITMS relocated, and assumed responsibility for the support and control of the University’s major information systems infrastructure, which had previously been outsourced and located off-site. Upgrades to the University’s data centre, including power, UPS, SAN storage and backup system were implemented to facilitate the migration back to the Casuarina Campus.

Video Conferencing for teaching
Video Conference installations in Darwin and Alice Springs were completed to enable teaching staff to simulcast their lectures to remote locations and other institutions. The project included enabling two lecture theatres and a dedicated video conferencing facility in Darwin and upgrades to the existing functionality in Alice Springs. The running costs for these new systems are very low as they leverage the existing university network as its communication platform.

Supporting the University

Internet usage stats
The University experienced an increase in download traffic from 3.4 Terabytes in 2004 to 4.27 Terabytes in 2004. The University’s service provider AARNet is moving to a subscription model for 2005 onwards which will make Internet costs much more predictable with the increasing bandwidth provision expected in 2005.

Library and Information Access
Library and Information Access provides quality information services, both physical and on-line, to support education, training, research and related services.

Library usage
The Library added 4164 items to its collections, which is an increase of 48 per cent from 2003. The collection totals 267,686 items, a slight decrease on the previous year, despite the increase in acquisitions due mainly to a collection rationalisation exercise to reduce duplication and out of date material and to free up space in preparation for construction of the Learning Precinct at Casuarina in 2005.

A total of 67,985 items were loaned from the collections during 2004. While use of the physical building at Casuarina decreased by 11 per cent, it increased at Palmerston by 52 per cent. Over 59,000 people used the Library at Alice Springs during 2004.

2004 saw a decrease in the use of the Off Campus Library Service by 22 per cent, a reflection of the increase in the number of resources that are now provided online.

Client feedback
The University Library conducted its biennial client satisfaction survey on how well clients think the Library is performing in relation to what they think is important. Once again library staff were the top performers, whilst adequacy of library resources was identified as the area most in need of improvement. An action plan has been formulated to address areas identified for improvement, which was promulgated via the library website and noticeboards within the Library with progress updated regularly. The Library is able to benchmark its performance against other academic libraries in Australia and New Zealand.

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Electronic resources
The library now provides a large percentage of its resources in electronic format. There was a total of 162,912 logins with 1,692,242 searches conducted on our electronic databases during 2004.

The first stage of the Arafura Digital Archive (AraDA) project, funded by the Australian Research Council, was launched in 2004. The project aims to digitally preserve and make available online material relevant to the lands bordering the Arafura Sea.

The Library again participated in the Australian Academic and Research Library Network (AARLIN) in 2004, a consortium of academic libraries creating a research portal.

A new E-Reserve service was launched in 2004. The site now contains over 1000 items with new items continuing to be added.

Information literacy
Information literacy is an important activity for the Library. The Liaison Librarians continued to deliver the information skills component of the Common Units. During the year 2787 people attended a total of 261 training sessions on the use of information resources. Library staff also delivered 26 Endnote sessions during the year to academic staff and postgraduate students.

2004 saw the completion and launch of the MyResearch website, a joint project between Library, Teaching and Learning Development, and Research Branch, designed to provide support to both research students and their supervisors.

Staff Services
Staff Services is responsible for all areas of people development, including staff and management capacity building, and support for institutional workforce planning, as well as traditional human resource operations such as induction, payroll, recruitment, and other activities to support Charles Darwin University staff.

University Review of People Development and Management Practices
As described under Strategic Projects, a comprehensive review was conducted by external consultants into all aspects of the people development and management practices at the University. This review, which consisted of an examination of procedures, interviews with a wide selection of stakeholders and focus groups resulted in a range of recommendations. These recommendations will have a significant impact upon the role of Staff Services in the organisation.

In response to recommendations relating to streamlining operational practices, a new set of web-based services was launched in late 2004. The initial suite of services included online leave requests and approvals, management of personal details, and some support for management of staff. The functionality will be significantly expanded in 2005.

Left: Alice Springs Library Charles Darwin University Australian Library and Information Week Art Exhibition "out of the prickles my daughter".
Supporting the University

Negotiation of a new Certified Agreement
Negotiations between a range of unions and the University around establishment of a new Certified Agreement took place throughout 2004. The end of 2004 saw agreement reached between the University and key unions, with a staff ballot to take place in early 2005.

Organisational structure in the new University
Charles Darwin University, formed through the amalgamation and establishment of entities in late 2003, underwent significant organisational structural changes in 2004. These included the reorganisation of faculties and schools and establishment of new reporting and management arrangements for regional campuses. Staff Services played a significant role in ensuring changes we handled in an efficient and effective manner. The end of 2004 saw the organisational structure functioning in a cohesive manner, a major achievement for the new institution.

Student Services
Student Services is responsible for all aspects of student administration for Vocational Education and Training and Higher Education, from admissions and enrolments, support during the education process, and examinations and graduations.

HESA compliance
Achieving compliance with the new Higher Education Support Act (HESA) was a major activity for the University in 2004, and one lead by Student Services. New systems and processes were developed and introduced to ensure that students and staff were fully aware of the changes.

Outsourcing of admissions
Charles Darwin University has admissions requirements that are more complex than most universities in the sector, as admissions are required for both higher education and VET, and a large percentage of the University students (65%+) are mature age or special entry, and so can require manual assessment using various equivalencies. There is also a large percentage of part-time students, as well as a large percentage of commencing students, contributing to the (relatively) large admissions workload.

In September 2004 the University decided to outsource higher education admissions to the South Australian Tertiary Admissions Centre (SATAC) from the 2006 entry cycle. There is significant preparatory work involved in this movement, which Student Services is leading.

Careers and recruitment
A Careers and Recruitment team was formed in 2004, to liaise with High School Careers' Advisors, prospective and current students for specific advice on course selection and career options.
Support and Equity Services

Support and Equity Services was established in late 2004, with responsibility for the care, support and development of staff and students including equal opportunity, management of student and staff complaints, counselling, student appeals, and student conduct.

New student complaints processes

New processes have been developed and implemented for administrative and academic student complaints. Student complaints are now being logged into a comprehensive database allowing complaints to be tracked and remedied where appropriate.

Take Another Look

A review of the University’s Disability Action Plan and Policy for Students With Disabilities - Take Another Look was conducted by Wendy Morton, Regional Disability Liaison Officer. This was a highly consultative process including Alice Springs, Casuarina, Katherine, Nhulunbuy and Palmerston campuses. Implementation of some of the key recommendations has already commenced.

Equal Opportunity for Women in the Workplace Agency

A favourable response was received from EOWA in relation to the compliance document submitted by the University. EOWA were particularly inspired by the actions and results achieved by the University in the areas of provision for breast-feeding facilities and ongoing encouragement for the Women in Leadership program.

Staff Development activities

A Suicide Intervention program was offered to academic staff to assist them in raising awareness of students at risk.

A Conflict Resolution workshop was facilitated for all Heads of School. Sexual Harassment Training Workshops were also continued for academic staff.

Counselling service

Stephanie Johnson, Student Facilitator (Counselling), undertook study into the beneficial effects of combining counselling with yoga for students who presented with depression. The results were presented at the National Counselling Conference early in February 2005 and a paper published in the Journal of the Australian and New Zealand Student Services Association.
AUDITOR-GENERAL'S REPORT TO
THE MINISTER FOR EMPLOYMENT, EDUCATION AND TRAINING
CHARLES DARWIN UNIVERSITY AND ITS CONTROLLED ENTITIES
YEAR ENDED 31 DECEMBER 2004

Scope

The financial report and the Vice Chancellor's responsibility

The financial report of Charles Darwin University and its controlled entities comprises the statement by Chancellor and Vice Chancellor and statements of financial position, financial performance and cash flows and accompanying notes to the financial statements for the year ended 31 December 2004.

The Vice Chancellor of Charles Darwin University is responsible for the preparation and presentation of the financial report in accordance with the requirements of the Charles Darwin University Act. This includes responsibility for the maintenance of adequate accounting records and internal controls that are designed to prevent and detect fraud and error, and for the accounting policies and accounting estimates inherent in the financial report.

Audit approach

I conducted an independent audit in order to express an opinion to the Minister for Employment, Education and Training. My audit was conducted in accordance with Australian Auditing and Assurance Standards in order to provide reasonable assurance as to whether the financial report is free of material misstatement. The nature of an audit is influenced by factors such as the use of professional judgement, selective testing, the inherent limitations of internal control systems and the availability of persuasive rather than conclusive evidence. Therefore, an audit cannot guarantee that all material misstatements or control deficiencies have been detected.

I performed procedures to assess whether, in all material respects, the financial report presents fairly, in accordance with Accounting Standards and other mandatory financial reporting requirements in Australia and with the requirements of the Charles Darwin University Act, a view which is consistent with my understanding of Charles Darwin University and its controlled entities financial position and its financial performance as represented by the result of its operations and cash flows.

I formed my audit opinion on the basis of these procedures, which included:
• examining, on a test basis, information to provide evidence supporting the amounts and disclosures in the financial report; and
• assessing the appropriateness of the accounting policies and disclosures used and reasonableness of accounting estimates made by Vice Chancellor.

While I considered the effectiveness of management's internal controls over financial reporting when determining the nature and extent of my procedures, my audit was not designed to provide assurance on internal controls.

My audit did not involve an analysis of the prudence of business decisions made by the Chancellor, Vice Chancellor or management.

I have not acted as auditor of the joint ventures detailed in notes 25 and 26 to the financial statements. I have, however, received sufficient information and explanations concerning the joint ventures to enable me to form an opinion on the consolidated financial statements.

Independence

I am independent of Charles Darwin University and, in conducting my audit, I followed applicable independence requirements of the Audit Act and of Australian professional ethical pronouncements.

Audit Opinion

In my opinion, the financial report of Charles Darwin University and its controlled entities:
• presents fairly the financial position of Charles Darwin University and its controlled entities at 31 December 2004, and its financial performance for the year ended on that date: and
• is presented in accordance with Accounting Standards and other mandatory financial reporting requirements in Australia and the requirements of Charles Darwin University Act.

Frank McGuiness
Auditor-General for the Northern Territory
Darwin, Northern Territory
29 June 2005
CHARLES DARWIN UNIVERSITY
AND ITS CONTROLLED ENTITIES

STATEMENT BY THE
CHANCELLOR AND VICE-CHANCELLOR

1. In our opinion:

(a) the accompanying financial statements of the University and the economic entities are drawn up so as to
give a true and fair view of the state of affairs as at 31 December 2004, and the result for the year ended
on that date, of the University and economic entity, and

(b) at the date of this statement there are reasonable grounds to believe that the University will be able to pay
its debts as and when they fall due.

2. The accompanying financial statements and notes thereto, of the University and the economic entity have
been made out in accordance with the Charles Darwin University Act and Australian Accounting Standards
and as per the Department of Education, Science & Training Guidelines for the Preparation of Annual
Financial Statements for the 2004 Reporting Period by Australian Higher Education Institutions.

3. The amount of Commonwealth financial assistance expended during the reporting period was for the
purpose(s) for which is was provided.

4. The Charles Darwin University has complied with the requirements of various programme guidelines that
apply to the Commonwealth financial assistance identified in the financial statements.

Signed at Darwin this 28th day of June 2005

[Signatures]

CHANCELLOR

VICE-CHANCELLOR
## STATEMENT OF FINANCIAL PERFORMANCE FOR THE YEAR ENDED 31 DEC 2004

### Notes

<table>
<thead>
<tr>
<th>Economic Entity [Consolidated]</th>
<th>Parent Entity [University]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notes</td>
<td>Notes</td>
</tr>
<tr>
<td>2004 $'000</td>
<td>2003 $'000</td>
</tr>
<tr>
<td>2004 $'000</td>
<td>2003 $'000</td>
</tr>
</tbody>
</table>

### Revenue from Ordinary Activities

<table>
<thead>
<tr>
<th>Description</th>
<th>2004 $'000</th>
<th>2003 $'000</th>
<th>2004 $'000</th>
<th>2003 $'000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Government Financial Assistance</td>
<td>43,334</td>
<td>31,796</td>
<td>38,414</td>
<td>31,796</td>
</tr>
<tr>
<td>NT Government Financial Assistance</td>
<td>69,254</td>
<td>79,606</td>
<td>57,804</td>
<td>79,606</td>
</tr>
</tbody>
</table>

### Higher Education Contribution Scheme

- **Student Contributions**
  - 2004: 2,279
  - 2003: 1,913
- **Commonwealth Payments**
  - 2004: 8,909
  - 2003: 9,346

### Postgraduate Education Loans Scheme (PELS)

<table>
<thead>
<tr>
<th>Description</th>
<th>2004 $'000</th>
<th>2003 $'000</th>
<th>2004 $'000</th>
<th>2003 $'000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Postgraduate Education Loans Scheme</td>
<td>513</td>
<td>215</td>
<td>513</td>
<td>215</td>
</tr>
</tbody>
</table>

### Fees & Charges

<table>
<thead>
<tr>
<th>Description</th>
<th>2004 $'000</th>
<th>2003 $'000</th>
<th>2004 $'000</th>
<th>2003 $'000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fees &amp; Charges</td>
<td>10,668</td>
<td>6,761</td>
<td>9,052</td>
<td>6,761</td>
</tr>
</tbody>
</table>

### Superannuation

- **Commonwealth Supplementation**
  - 2004: 106
  - 2003: 55

### Investment Income

<table>
<thead>
<tr>
<th>Description</th>
<th>2004 $'000</th>
<th>2003 $'000</th>
<th>2004 $'000</th>
<th>2003 $'000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investment</td>
<td>2,131</td>
<td>965</td>
<td>1,610</td>
<td>905</td>
</tr>
</tbody>
</table>

### Consultancy and Contract Research

<table>
<thead>
<tr>
<th>Description</th>
<th>2004 $'000</th>
<th>2003 $'000</th>
<th>2004 $'000</th>
<th>2003 $'000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consultancy</td>
<td>6,952</td>
<td>3,709</td>
<td>4,385</td>
<td>3,709</td>
</tr>
</tbody>
</table>

### Other Revenue

<table>
<thead>
<tr>
<th>Description</th>
<th>2004 $'000</th>
<th>2003 $'000</th>
<th>2004 $'000</th>
<th>2003 $'000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other Revenue</td>
<td>11,132</td>
<td>6,761</td>
<td>9,052</td>
<td>6,761</td>
</tr>
</tbody>
</table>

### Total revenue from ordinary activities

<table>
<thead>
<tr>
<th>Description</th>
<th>2004 $'000</th>
<th>2003 $'000</th>
<th>2004 $'000</th>
<th>2003 $'000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total revenue</td>
<td>155,278</td>
<td>144,325</td>
<td>133,314</td>
<td>143,379</td>
</tr>
</tbody>
</table>

### Share of net result of associates and joint ventures accounted for using the equity method

<table>
<thead>
<tr>
<th>Description</th>
<th>2004 $'000</th>
<th>2003 $'000</th>
<th>2004 $'000</th>
<th>2003 $'000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Share of net result of associates and joint ventures accounted for using the equity method</td>
<td>(239)</td>
<td>19</td>
<td>(239)</td>
<td>19</td>
</tr>
</tbody>
</table>

### Total revenue

<table>
<thead>
<tr>
<th>Description</th>
<th>2004 $'000</th>
<th>2003 $'000</th>
<th>2004 $'000</th>
<th>2003 $'000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total revenue</td>
<td>155,039</td>
<td>144,344</td>
<td>133,075</td>
<td>143,398</td>
</tr>
</tbody>
</table>

### Expenses from Ordinary Activities

<table>
<thead>
<tr>
<th>Description</th>
<th>2004 $'000</th>
<th>2003 $'000</th>
<th>2004 $'000</th>
<th>2003 $'000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employee Benefits &amp; On Costs</td>
<td>75,560</td>
<td>54,296</td>
<td>68,319</td>
<td>54,296</td>
</tr>
<tr>
<td>Depreciation and Amortisation</td>
<td>7,689</td>
<td>7,590</td>
<td>7,447</td>
<td>7,588</td>
</tr>
<tr>
<td>Repairs &amp; Maintenance</td>
<td>3,843</td>
<td>3,306</td>
<td>3,681</td>
<td>3,306</td>
</tr>
<tr>
<td>Bad and Doubtful Debts</td>
<td>212</td>
<td>(181)</td>
<td>209</td>
<td>(181)</td>
</tr>
<tr>
<td>Borrowing Costs</td>
<td>110</td>
<td>231</td>
<td>110</td>
<td>231</td>
</tr>
<tr>
<td>Other Expenses</td>
<td>42,022</td>
<td>34,534</td>
<td>37,689</td>
<td>33,641</td>
</tr>
</tbody>
</table>

### Total expenses from ordinary activities

<table>
<thead>
<tr>
<th>Description</th>
<th>2004 $'000</th>
<th>2003 $'000</th>
<th>2004 $'000</th>
<th>2003 $'000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total expenses from ordinary activities</td>
<td>129,436</td>
<td>99,776</td>
<td>117,455</td>
<td>98,881</td>
</tr>
</tbody>
</table>

### Operating Result from Ordinary Activities

<table>
<thead>
<tr>
<th>Description</th>
<th>2004 $'000</th>
<th>2003 $'000</th>
<th>2004 $'000</th>
<th>2003 $'000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operating Result from Ordinary Activities before Income Tax Expense</td>
<td>25,603</td>
<td>44,568</td>
<td>15,620</td>
<td>44,517</td>
</tr>
<tr>
<td>Income tax related to ordinary activities</td>
<td>1(n)</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

### Net Operating Result

<table>
<thead>
<tr>
<th>Description</th>
<th>2004 $'000</th>
<th>2003 $'000</th>
<th>2004 $'000</th>
<th>2003 $'000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Net Operating Result</td>
<td>25,603</td>
<td>44,568</td>
<td>15,620</td>
<td>44,517</td>
</tr>
</tbody>
</table>

### Increase in Asset Revaluation Reserve

<table>
<thead>
<tr>
<th>Description</th>
<th>2004 $'000</th>
<th>2003 $'000</th>
<th>2004 $'000</th>
<th>2003 $'000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase in Asset Revaluation Reserve</td>
<td>29,596</td>
<td>1,859</td>
<td>29,462</td>
<td>1,857</td>
</tr>
</tbody>
</table>

### Total Revenue, Expense and Valuation Adjustments Attributable to the Parent Entity Recognised Directly in Equity

<table>
<thead>
<tr>
<th>Description</th>
<th>2004 $'000</th>
<th>2003 $'000</th>
<th>2004 $'000</th>
<th>2003 $'000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Revenue</td>
<td>29,596</td>
<td>1,859</td>
<td>29,462</td>
<td>1,857</td>
</tr>
</tbody>
</table>

### Total Changes in Equity Other than those Resulting from Transactions with Owners as Owners

<table>
<thead>
<tr>
<th>Description</th>
<th>2004 $'000</th>
<th>2003 $'000</th>
<th>2004 $'000</th>
<th>2003 $'000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Changes in Equity Other than those Resulting from Transactions with Owners as Owners</td>
<td>55,199</td>
<td>46,427</td>
<td>45,082</td>
<td>46,374</td>
</tr>
</tbody>
</table>

Revenue from ordinary activities include capital funding for projects to the value of $15 million.
## STATEMENT OF FINANCIAL POSITION AS AT 31 DECEMBER 2004

<table>
<thead>
<tr>
<th></th>
<th>Economic Entity [Consolidated]</th>
<th>Parent Entity [University]</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2004</td>
<td>2003</td>
</tr>
<tr>
<td><strong>$'000</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Current Assets</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash assets</td>
<td>8</td>
<td>3,466</td>
</tr>
<tr>
<td>Receivables</td>
<td>9</td>
<td>5,310</td>
</tr>
<tr>
<td>Inventories</td>
<td>10(i)</td>
<td>572</td>
</tr>
<tr>
<td>Other financial assets</td>
<td>11(i)</td>
<td>45,913</td>
</tr>
<tr>
<td>Other non-financial assets</td>
<td>12</td>
<td>5,057</td>
</tr>
<tr>
<td><strong>Total Current Assets</strong></td>
<td>60,318</td>
<td>28,914</td>
</tr>
<tr>
<td><strong>Non-Current Assets</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self generating &amp; regenerating assets</td>
<td>10(ii)</td>
<td>2,474</td>
</tr>
<tr>
<td>Property, plant and equipment</td>
<td>13</td>
<td>216,440</td>
</tr>
<tr>
<td>Other financial assets</td>
<td>11(ii)</td>
<td>225</td>
</tr>
<tr>
<td>Investments accounted for using the equity method</td>
<td>26</td>
<td>297</td>
</tr>
<tr>
<td><strong>Total Non-Current Assets</strong></td>
<td>219,436</td>
<td>191,986</td>
</tr>
<tr>
<td><strong>Total Assets</strong></td>
<td>279,754</td>
<td>220,900</td>
</tr>
<tr>
<td><strong>Current Liabilities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Payables</td>
<td>14</td>
<td>6,702</td>
</tr>
<tr>
<td>Interest bearing liabilities</td>
<td>15(i)</td>
<td>396</td>
</tr>
<tr>
<td>Provisions</td>
<td>16(i)</td>
<td>8,724</td>
</tr>
<tr>
<td>Other liabilities</td>
<td>17</td>
<td>3,570</td>
</tr>
<tr>
<td><strong>Total Current Liabilities</strong></td>
<td>19,392</td>
<td>15,395</td>
</tr>
<tr>
<td><strong>Non-Current Liabilities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interest bearing liabilities</td>
<td>15(ii)</td>
<td>1,217</td>
</tr>
<tr>
<td>Provisions</td>
<td>16(ii)</td>
<td>2,378</td>
</tr>
<tr>
<td><strong>Total Non-Current Liabilities</strong></td>
<td>3,595</td>
<td>3,937</td>
</tr>
<tr>
<td><strong>Total Liabilities</strong></td>
<td>22,987</td>
<td>19,332</td>
</tr>
<tr>
<td><strong>Net Assets</strong></td>
<td>256,767</td>
<td>201,568</td>
</tr>
<tr>
<td><strong>Equity</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reserves</td>
<td>18</td>
<td>59,040</td>
</tr>
<tr>
<td>Restricted funds</td>
<td>18</td>
<td>10,731</td>
</tr>
<tr>
<td>Retained surplus</td>
<td>19</td>
<td>186,996</td>
</tr>
<tr>
<td><strong>Total Equity</strong></td>
<td>256,767</td>
<td>201,568</td>
</tr>
</tbody>
</table>
## STATEMENT OF CASH FLOWS FOR THE YEAR ENDED 31 DECEMBER 2004

<table>
<thead>
<tr>
<th>Notes</th>
<th>Economic Entity [Consolidated]</th>
<th>Parent Entity [University]</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2004</td>
<td>2003</td>
</tr>
<tr>
<td></td>
<td>$'000</td>
<td>$'000</td>
</tr>
</tbody>
</table>

### Cash Flows from Operating Activities

**Financial Assistance**

- Commonwealth Government: 44,033 31,851 39,033 31,851
- NT Government: 61,393 40,765 57,804 40,765

**Higher Education Contribution Scheme**

- Student payments: 2,357 1,913 2,279 1,913
- Higher Education Trust Fund: 8,909 9,346 8,909 9,346
- User charges: 10,667 7,130 9,052 7,130
- Accommodation: 1,001 942 1,001 942
- Interest received: 2,053 905 1,610 905
- Other: 13,981 13,423 11,771 13,423

**Payments to suppliers**: (42,840) (35,083) (38,694) (35,083)

**Payments to employees**: (75,388) (55,067) (68,216) (55,067)

**Interest paid**: (110) (231) (110) (231)

**Inkind contribution to Joint Ventures**: (3,213) (4,021) (3,213) (4,021)

**Net cash inflow/(outflow) by operating activities**: 32.1 22,843 11,873 21,226 11,873

### Cash Flows from Investing Activities

- Proceeds from sale of plant and equipment: 248 163 234 163
- Transfer of entities: 32.2 7,429 3,056 - 3,056

**Payments for property, plant and equipment**: (5,580) (2,490) (5,094) (2,490)

**Net cash inflow/(outflow) by investing activities**: 2,097 729 (4,860) 729

### Cash Flows from Financing Activities

- Principal repayments on interest bearing liabilities: (373) (373) (373) (373)

**Net cash inflow/(outflow) in financing activities**: (373) (373) (373) (373)

**Net increase/(decrease) in cash held**: 24,567 12,229 15,993 12,229

**Cash at beginning of financial year**: 8 24,812 12,583 24,812 12,583

**Cash at end of financial year**: 8 49,379 24,812 40,805 24,812

The notes to these Financial Statements are available on request from Corporate Communications, Charles Darwin University, Darwin NT 0909. 08 8946 7078
Governance
Charles Darwin University Council is the governing body of the institution and its role is to conduct the affairs of the University under the provisions of the Charles Darwin University Act 2003. The functions and powers of the University as an autonomous body are detailed in the Act and it is the responsibility of the Council to administer and govern the execution of those functions. This is done through the appointment of the Vice-Chancellor as the chief executive officer of the University and the establishment of committees as Council sees fit.

**Functions of the Council**
The functions of the Council, as set out in Section 8 of the Charles Darwin University Act, are to:

- Monitor the performance of the Vice-Chancellor;
- Approve the mission and strategic direction of the University;
- Approve the budget and business plan of the University;
- Oversee the management of the University including approving significant commercial activities;
- Regularly review delegations under the Act;
- Monitor systems of accountability implemented by the University;
- Review management practices and performances of the University;
- Oversee risk management across the University.

Processes are in place for all Council members to undertake an induction program and ongoing professional development to acquaint them with the requirements, and support them in the execution, of their responsibilities.

To assist it in carrying out its responsibilities, the Council has several standing committees.

They are:

- Academic Board, which is the principal academic body assisting the Council and Vice-Chancellor in all matters relating to learning, teaching, assessment together with the assurance and enhancement of the academic quality and standards of all University programs and awards;
- Audit and Risk Committee, which reviews the financial status, the systems, policies and processes of security, control and risk containment of the University and its controlled entities;
- Nominations Committee, which oversees nominations for Council members and senior management appointments; and
- Honorary Degrees Committee, which advises the University Council on matters relating to honorary awards, as well as making specific recommendations to Council for such awards.

The Council delegates responsibility for implementing the strategic direction and for managing the day-to-day operations of the University to the Vice-Chancellor. There are clear lines of communication established between the Chancellor and the Vice-Chancellor to ensure that the responsibilities and accountabilities of each are clearly understood.
Charles Darwin University Annual Report 2004

Governance

Charles Darwin University Council
The structure, composition and size of the Council is determined by the Act and ensures the Council is able to adequately discharge its responsibilities and duties. The Council is composed of:

• the Chancellor (appointed by the Council);
• the Vice-Chancellor;
• the chair of the Academic Board;
• eight members appointed by the Administrator of the Northern Territory, representing a broad range of community interests and including financial and commercial expertise;
• one person elected by and from the full-time higher education academic staff of the university;
• one person elected by and from the full-time TAFE academic staff of the University;
• one person elected by and from the undergraduate students of the University; and
• one person elected by and from the postgraduate students of the University.

The members of the Council in 2004 are listed below with a brief background provided.

Mr Richard Ryan AO - Chancellor:
A Fellow of the Institute of Chartered Accounts in Australia, a Companion of the Institution of Engineers, Australia and a Companion of the Chartered Management Institute (UK), Mr Ryan is a professional company director who currently chairs the Toyota/Mitsubishi coal joint venture of Camberwell Coal Pty Ltd. He is also Chair of CSM Group Limited and a director of several other public companies. He is a member of the Australian Government Solicitor Advisory Board, a member of the Engineering and Manufacturing Committee of the Department of Industry, Tourism and Resources and is Chair of the Northern Territory Tourist Commission. Formerly he was Chief Executive Officer of Henry Walker Eltin Group Limited, a director of Minerals Council of Australia and a member of the Business Council of Australia.

Professor Helen Garnett PSM - Vice-Chancellor:
Prior to taking up her role as Vice-Chancellor at Charles Darwin University in October 2003, Professor Garnett has held positions at the Australian Nuclear Science and Technology Organisation (ANSTO), as Executive Director and Deputy Executive Director.

Professor Garnett has had extensive academic experience with institutions including the University of Woollongong and University of Witwatersrand, South Africa and she holds academic qualifications from the University of Sydney and University of Wales. She is a Fellow of the Academy of Technological Sciences and Engineering and a Fellow of the Australian Institute of Company Directors and is an AVCC nominated director of IDP Australia Education Limited and the Australian Academic and Research Network (AARNet).
With a national and international reputation for her contribution to the life sciences and the peaceful development and application of nuclear technologies, Professor Garnett has served as an Australian representative to the United Nations International Atomic Energy Agency and on committees of both the ARC and the NH&MRC.

**Associate Professor David Parry - Chair Academic Board:**

Associate Professor David Parry was appointed as a lecturer on the foundation staff of the University College of the Northern Territory in December 1986. Since that time he has been involved in the merger of the University College with the Darwin Institute of Technology to form the Northern Territory University and later mergers to form the Charles Darwin University.

During that time he has held numerous positions including Associate Dean Research and Postgraduate Studies, Chair of Research Degrees and Scholarships Committee and Director Postgraduate Research Studies. David Parry is currently Associate Professor of Chemistry and Chair of Academic Board. He teaches environmental, analytical and inorganic chemistry at undergraduate level.

His research is focused on the chemical and biological aspects of inorganic pollutants in aquatic environments, including the interface between ecotoxicology and chemistry. Over the past seven years his research program has had a strong emphasis on the application of natural and constructed wetlands for remediation of contaminated waters from mine and industrial sites.

**Mr Barry Ford:**

Born in Sydney, Mr Ford moved to Darwin from Adelaide in 1972 and was present for the Cyclone Tracy experience. He has lived at various times in Alice Springs and Katherine as well as Darwin and has had a varied career that began as a builders labourer and has included chairman, concrete plant manager and grocer before part-time study and qualification as an accountant.

Mr Ford recently completed 15 years service with the Paspaley Pearls Group where he was most recently the Chief Financial Officer. His long term relationship with the University began when he enrolled at the Darwin Community College in 1974 and subsequently received BBus (Acc) and MBA (International Business).
**Governance**

**Ms EA (Janie) Mason:**
Ms Mason is a Senior Lecturer, Health Sciences with the Faculty Education, Health and Science and is a registered nurse with additional qualifications in Midwifery and Infant Health. Ms Mason studied through various institutions including the former University College, University of Adelaide, Curtin University and University of Melbourne.

Ms Mason had an active medical career in acute care and midwifery followed by nursing in remote mining and Indigenous townships and has been active in professional organisations and the trade union movement for more than 43 years. She was made a life member of the National Tertiary Education Union in 1997 and was the first woman President of the NT Trades and Labor Council. She was awarded the Centenary Medal for service to the Australian Society in Union Leadership in 2003.

**Mr John McBride:**
Mr McBride graduated with honours in economics at University College, Dublin, and in law through Trinity College, Dublin. He completed articles and worked for one of Ireland’s premier national law firms in Dublin. He was admitted to legal practice in Victoria and the Northern Territory during 1980 and has practiced continuously as a barrister and solicitor in the Northern Territory, predominantly in Alice Springs for the past 22 years.

Mr McBride was Chairman of the Alice Springs Turf Club 1995 through to 2000 and received life membership of Alice Springs Turf Club for contribution to the racing industry in Central Australia in 2000. He was appointed Community Visitor to Alice Springs Hospital in 2000 through 2002 and is currently a member of the Northern Territory Development Consent Authority for Central Australia. Mr McBride was member of Centralian College Council from the mid-1990s and Chairman of College Council from 1999-2003

**Ms Jennifer Prince:**
Previously Deputy Under Treasurer from April 1997, Ms Prince was appointed Under Treasurer in June 2002. She joined Treasury in 1985 with responsibility for intergovernmental financial and budget policy matters and, while interstate from 1989, continued to work for Treasury on a wide range of policy issues. Ms Prince commenced her career as a Senior Therapy Radiographer before moving to the Territory in 1979 to join the Northern Territory Department of Health, with involvement in a range of intergovernmental health policy issues and hospital management.

**Mr David Ross (resigned September 2004):**
Mr David Ross has a long history of service to the Aboriginal people of Central Australia and to the Central Land Council (CLC). Born and raised in Alice Springs, he began with the CLC in 1979 in a clerical position. From 1981 he was field operations manager and from 1983 to 1985 he was secretary to the CLC.

In 1987 he completed an Associate Diploma in Business Management at the South Australian Institute of Technology before taking up the Land Council’s deputy director position in 1988. He was appointed Director in July 1989.
In 1994 he left the CLC to become an ATSIC Commissioner for the Central Region and in June 1995 became the inaugural Executive Chairman of the Indigenous Land Corporation (ILC) based in Adelaide. Mr Ross was reappointed as CLC Director early in 2000.

Justice Sally Thomas AM - Deputy Chancellor:
Justice Thomas was appointed a Stipendiary Magistrate of the Northern Territory in July 1978. Before that she was a partner as a solicitor in a Sydney legal firm. She was appointed Chief Stipendiary Magistrate of the Northern Territory in April 1986 and appointed a Judge of the Supreme Court of the Northern Territory on 10 August 1992.
Justice Thomas has been Chairman of the Northern Territory Winston Churchill Fellowship since 1992 and was Chairman of the Northern Territory Legal Aid Commission from 1990 to 1996. Justice Thomas is patron of numerous organisations and was Honorary Colonel in the NT Cadet Corp of the Australian Army from 1993 to 1997.
Her Honour is currently a member of the Council of the Australian Institute of Judicial Administration. In June 2000, she was appointed as a Member of the Order of Australia.

Professor Judith Whitworth AC:
Professor Whitworth is the Director of the John Curtin School of Medical Research and Howard Florey Professor of Medical Research at the Australian National University in Canberra and heads the High Blood Pressure Research Unit. Professor Whitworth is an Ambassador for Canberra and an Ambassador for Women. She was Telstra ACT Business Woman of the Year in 2002 and 2004 ACT Australian of the Year.
Professor Whitworth graduated from the University of Melbourne, where she gained qualifications of Doctor of Medicine, a PhD and Doctor of Science. The University of Sydney awarded her an MD (Honoris Causa) in 2004. Professor Whitworth is a Fellow of the Royal Australasian College of Physicians and the Australian Institute of Company Directors. She has practiced medicine and researched extensively in Australia and overseas, chairing the Medical Research Committee of the National Health and Medical Research Council of Australia and is a Past-President of the Australian Society for Medical Research and the High Blood Pressure Research Council of Australia.
She is chair of the WHO Advisory Committee on Health Research (2004-2007) and a member of the Global Forum for Health Research. Professor Whitworth's previous appointments were Australia’s Commonwealth Chief Medical Officer and Professor of Medicine at St George Hospital, University of New South Wales.
Professor Whitworth was made a Companion in the Order of Australia in 2001 for service to the advancement of academic medicine and as a major contributor to research policy and medical research administration in Australia and internationally.
Mr Mark Dunn:
Mr Dunn coordinates the TAFE Aged Care and Disability Work programs at Charles Darwin University's Alice Springs Campus. He is also the Disability Liaison Officer for the Charles Darwin University, Alice Springs Campus and in 2003 gained Advanced Skill Lecturer status. Before being involved with TAFE he worked for three years as a senior registered nurse in the Alice Springs Hospital, Accident and Emergency Care and Intensive Care units. Before moving to Alice Springs he worked for eight years as a clinical nurse specialist/educator at Royal North Shore Hospital, specialising in cardio-thoracic nursing.

Dr Steve Shanahan:
Dr Steve Shanahan BSc (Hons) Qld, PhD Qld (MAIP) is the Dean of the Faculty of Technology. He took up the post in October 2002, after serving in the role of Associate Dean to the School of Informatics, the School of Mathematical and Physical Sciences and the School of Engineering, Mathematics and Physics over the previous 10 years. He came to the University College of the Northern Territory prior to its merger with the Darwin Institute of Technology to become Northern Territory University. Before his employment at the University, he held various research post-doctoral positions at UNSW, University of Queensland and the University of Woollongong in experimental physics. Currently his research interests have shifted to theoretical biology, looking at the modeling of water regulation of leaves by stomata. He is a researcher on this topic in an ARC funded project based at the UTS.

Mr Trevor LeLievre:
Mr Trevor LeLievre is a PhD candidate at Charles Darwin University and holds a honours degree in politics. He came to Darwin with his wife and young family to research the development of Timor Sea gas. Before embarking on his higher education journey he worked in the rural sector, both in the service industry and for several years on a stock and cropping property.

Mr Ippei Okazaki:
Mr Ippei Okazaki is currently studying a Bachelor of Laws degree as a mature age student. He is a commercial pilot (fixed and rotary) and was enticed by the natural wonder and the Territory lifestyle. He has served in senior positions in the tourism industry including international wholesaler and manager of one of the largest lodges in Darwin. Mr Okazaki’s published works on multi-lingual tourism have been included in journals by ANCA, NTTC and training manuals for operators.

Mr Peter Plummer (appointed May 2004):
Mr Peter Plummer BSc, Gdip Mgt, Dir Dip (AICD), AICD Adv Dip was appointed as CEO of the then Northern Territory Department of Education now the Department of Employment, Education and Training in May 2000. Mr Plummer was previously CEO of Territory Health Services and CEO of Mines and Energy and held senior executive positions in two other economic development Departments in the Territory. Before coming to the Territory he lived and worked in Papua New Guinea for 16 years in the secondary and tertiary education sectors.
Governance

Risk Management
The University engaged a consultant in June 2004 to develop a formal organisational risk management framework, including guidelines and support mechanisms, in which a detailed risk management program at the project or sub-organisational level could be promulgated.

Following university-wide consultation, the consultant delivered material in September 2004, which was subsequently endorsed by the Audit and Risk Committee of Council at the November 2004 meeting. Major categories of risk are identified and allocated to senior management risk owners. Risk owners have the responsibility of formulating approaches and strategies to address the risk. Internal audit activities are informed by the risk management program.

Occupational Health and Safety
The University is committed through its Occupational Health and Safety Policy to provide a healthy and safe workplace for all staff, students and visitors.

The Safety, Health and Risk Management Branch pursues a proactive risk management approach to health and safety issues to meet the requirements of the Occupational Health and Safety policy and safety legislation. The University has developed and documented a range of Occupational Health and Safety management actions to ensure safe work practices.

Safeguarding Integrity in Financial and Risk Reporting
The Council has established an Audit and Risk Committee comprising of the Chancellor (who may not be the chairperson of the committee), the Under Treasurer (while a member of Council) and two members of Council who are appointed by the Administrator of the Northern Territory. The Vice-Chancellor is an invited member.

The role and responsibilities of the committee include:
• Assist the Council in exercising due care, diligence and skill in discharging its oversight duties; and
• To assist all levels of management in the effective discharge of their responsibilities by providing on an annual basis an independent review of the University's risk management policies, practices and controls.

The attainment of the overall objective involves:
• Reviewing and appraising the adequacy and effectiveness of the system of internal control;
• Appraising the relevance, reliability and integrity of management, financial and operating data and reports;
• Reviewing the systems established to ensure compliance with those policies, plans, procedures, statutory requirements and regulations which could have a significant impact on operations;
• Reviewing the means of safeguarding assets and, as appropriate, verifying the existence of such assets;
• Reviewing on an annual basis the audit and risk assessment plan;
• Appraising the economy, efficiency and effectiveness with which resources are employed;

Monitoring Quality
The University retains its status as a Registered Training Organisation following an external compliance audit against a national quality framework, the Australian Quality Training Framework (AQTF).

The Australian Universities Quality Agency will conduct an Audit of the Charles Darwin University in 2005.
Governance

- Reviewing operations or programs to ascertain whether results are consistent with the University’s established objectives and goals and whether the operations or programs are being carried out as planned;
- Assessing the adequacy of established systems and procedures;
- Ensuring the independence and objectivity of the internal audit function and external audit activities;
- Reviewing annual reporting requirements and evaluate the impact of any changes in accounting standards or regulatory requirements;
- Reviewing the final draft of the annual financial statements, including the corporate governance statement and providing the board with a recommendation as to their suitability for approval;
- Extending these activities to any associated or subsidiary entities over which the University exercises effective control; and
- An annual review of the objectives and membership of the committee.

Ethical Standards in research and teaching
The Council wishes to conduct all its activities ethically and responsibly. Equally important is the encouragement of ethical conduct not only by edict, but also by example from all involved with the University. It is the Council's objective that all dealings with staff, with students, with the community and with regulatory authorities should be conducted honestly, fairly, diligently and in accordance with all applicable laws. Any departure from such practice is treated very seriously.

In support of this the University maintains high ethical standards for research and teaching involving animals and humans. The University’s Code of Conduct for Research forms the basis of an ethical approach to research. The code sets out requirements regarding the notion of data, statements of authorship and other issues. The university has two ethics bodies with responsibility for Human Research Ethics and Animal Ethics, which monitor all ethical considerations associated with research carried out under the auspices of the University. Any Charles Darwin University staff or students intending to conduct research involving animals or which may impact on humans or animals, or who intend to conduct a teaching project with research involving the participation or use of humans or animals must obtain ethical clearance.

Freedom of Information
Charles Darwin University is committed to protecting your privacy. The University’s Privacy Statement contains the University’s policies for management of the personal information it collects. It is part of the procedures put in place by the University, which aim to protect the privacy of personal information in accordance with the Information Privacy Principles (“IPPs”) set out in the Information Act (NT). Full details on the University’s privacy and freedom of information procedures can be located on the website:

The University received three Freedom of Information requests in 2004.

Left: Julie Mastin Historical Archeologist postgraduate student excavating in Darwin.
A Selection of Accomplishments

Staff accomplishments

Athol Wark
Winner, Overseas Fellowship
International Specialised Skills Institute

Professor David Carment
Appointed Fellow
Federation of Australian Historical Societies

Bronwyn Wright
2004 Finalist
Energex Arbour Contemporary Art Prize

Professor Mary-Ann Bin Sallik
Appointed to National Indigenous Council
Commonwealth Government Initiative

Professor Kerin O'Dea
Awarded an Officer in the Order of Australia
Finalist, Australian of the Year Award
National Australia Day Council

Bobbie Ruben
Winner, Textile Encouragement Award
2003 Northern Territory Fashion Awards

Associate Professor Tess Lea
Visiting Fellow
Cambridge University, United Kingdom

Associate Professor Ibtisam Abu-Dhou
Elected Consultant Fellow
International Institute of Educational Planning Board

Don Zoellner
Appointed representative
National Advisory Council on Suicide Prevention

University accomplishments

Charles Darwin University Symposium
Winner, Gold Award for Event Management
State Awards for Excellence in Public Relations Institute of Australia

Student Recruitment Campaign
Winner, Gold Award for Marketing Communication
National Award for Excellence in Public Relations Institute of Australia

Charles Darwin University/Crocodylus Park
Crocodylus Practice Firm Judge Encouragement Award
Prime Minister's Awards for Excellence in Community and Business Partnerships

Charles Darwin University
Winner, Landscape Olympics Tropical Garden Spectacular

Northern Territory Rural College
Winner, Stock Awards
Fred's Pass Rural Show
Katherine Show Society
Darwin Show Society

Charles Darwin University
Pathways Program Winner, National Partnership Award
Group Training Australia

Honorary Doctorates
Mrs Nancy Giese AO, OBE
Doctor of Education Honoris Causa
<table>
<thead>
<tr>
<th>Acronym</th>
<th>Full Form</th>
</tr>
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<tbody>
<tr>
<td>AARNet</td>
<td>Australian Academic and Research Network</td>
</tr>
<tr>
<td>AHC</td>
<td>Annual Hours Curriculum. This relates to the delivery of face-to-face teaching hours in TAFE courses.</td>
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<tr>
<td>ACIAR</td>
<td>Australian Centre for International Agricultural Research</td>
</tr>
<tr>
<td>ANU</td>
<td>Australian National University</td>
</tr>
<tr>
<td>ARC</td>
<td>Australian Research Council</td>
</tr>
<tr>
<td>ATH</td>
<td>CRC for Aboriginal and Tropical Health</td>
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<tr>
<td>AVCC</td>
<td>Australian Vice-Chancellors Committee</td>
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<tr>
<td>CAESL</td>
<td>Centre for Access and English as a Second Language</td>
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<tr>
<td>CC</td>
<td>Centralian College</td>
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<tr>
<td>CRC</td>
<td>Cooperative Research Centre</td>
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<td>DEET</td>
<td>Department of Employment, Education and Training</td>
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<tr>
<td>DEST</td>
<td>Department of Education, Science and Technology</td>
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<td>EFTSU</td>
<td>Equivalent Full-time Student Unit</td>
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<td>ELICOS</td>
<td>English Language Intensive Courses for Overseas Students</td>
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<td>Higher Education</td>
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<td>Higher Education Contribution Scheme</td>
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<td>Higher Education Support Act</td>
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<td>KCTWM</td>
<td>Key Centre for Tropical Wildlife Management</td>
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<tr>
<td>MSHR</td>
<td>Menzies School of Health Research (Northern Territory)</td>
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<tr>
<td>NAREN</td>
<td>National Academic Research Education Network</td>
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<td>NLC</td>
<td>Northern Land Council</td>
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<td>NTRC</td>
<td>Northern Territory Rural College</td>
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<tr>
<td>SAIKS</td>
<td>School of Australian Indigenous Knowledge Systems</td>
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<tr>
<td>VET</td>
<td>Vocational Education and Training</td>
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<tr>
<td>TAFE</td>
<td>Technical and Further Education</td>
</tr>
<tr>
<td>TIE</td>
<td>Faculty of Technology and Industrial Education</td>
</tr>
</tbody>
</table>

Pictured previous page:
The Darwin Youth Orchestra tunes up for a concert.
Key Contacts

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Courses
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Key Contacts

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